



STATE OF WASHINGTON

HIGHER EDUCATION COORDINATING BOARD

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PRELIMINARY BOARD MEETING AGENDA

John A. Cherberg Bldg (JAC), Capitol Campus, Olympia

Conference Rooms B&C

March 27, 2002

*Approximate
Times*

Tab

8:00 a.m. Overview of Meeting Agenda (JAC Conf. Room A)
(No official business will be conducted.)

8:30 a.m. WELCOME AND INTRODUCTIONS

- Bob Craves, HECB Chair

CONSENT AGENDA ITEMS

Adoption of February 6, 2002 HECB Meeting Minutes 1

New Degree Programs for Approval:

- **Master of Architecture @ WSU Pullman and Spokane** 2
(Resolution 02-06)

- **B.A./B.S. in General Studies @ Ellensburg and** 3
CWU Centers @ Lynnwood, SeaTac, Steilacoom, Wenatchee, & Yakima
(Resolution 02-07)

8:45 a.m. DIRECTOR'S REPORT & LEGISLATIVE UPDATE

- **Notification of Intent** – (new public baccalaureate degree program) 4
- **2002 Legislative Issues Report** 5
- **Status Report -- Supplemental Budgets** 6
- **Discussion with Legislators on Higher Education and Funding Issues**

10:00 a.m. Two-year Academic Program Plan 7
HECB staff briefing

Public Comment

(Resolution 02-08)

10:45 a.m. Transfer and Articulation Briefing

8

- HECB staff introduction
- Update report from the State Board for Community and Technical Colleges

PUBLIC COMMENT

11:15 a.m. ADJOURNMENT

If you are a person with disability and require an accommodation for attendance, or need this agenda in an alternative format, please call the HECB at (360) 753-7800 as soon as possible to allow us sufficient time to make arrangements. We also can be reached through our Telecommunication Device for the Deaf at (360) 753-7809.

HECB 2002 Meeting Calendar

Date	Event	Location
May 28, Tue. 4:30 p.m.	Campus tour	WSU Tri-Cities Richland
May 29, Wed. 9:00 a.m. – 5:00 p.m.	Regular meeting & campus tour	Columbia Basin College, Pasco CBC Advanced Technology Bldg, W180
July 30, Tue. 4:30 p.m.	Campus tour	Western Washington University Bellingham Old Main 340 Board Room
July 31, Wed. 9:00 a.m. – 5:00 p.m.	Regular meeting	
Sept. 25, Wed. 9:00 a.m. – 5:00 p.m.	Regular meeting	Capitol Campus John A. Cherberg Bldg, SHR4
Oct. 29, Tue. 9:00 a.m. – 5:00 p.m.	Regular meeting & campus tour	Heritage College Toppenish
Dec. 11, Wed. 4:30 p.m.	Campus tour	University of Washington Seattle Walker Ames Room, Kane Hall
Dec. 12, Thu. 9:00 a.m. – 5:00 p.m.	Regular meeting	

MINUTES OF MEETING

February 6, 2002

March 2002

HECB Members Present

Mr. Bob Craves, chair
Dr. Gay Selby, vice chair
Ms. Pat Stanford, secretary
Mr. Gene Colin
Mr. Jim Faulstich
Ms. Roberta Greene
Ms. Ann Ramsay-Jenkins
Mr. Herb Simon
Dr. Chang Mook Sohn

Welcome and Introductions

HECB Chairman Bob Craves called the meeting to order at 9 a.m. South Seattle Community College President David Mitchell welcomed the board to the campus. He described SSCC's unique and distinguishing characteristics, including its location in west Seattle and the diversity of its student body. He described the college's successful program offerings, notably its famous culinary program, which has won various awards.

HECB Executive Director Marc Gaspard summarized the revised agenda, noting that a presentation from the Western Interstate Commission for Higher Education (WICHE) had been added. He also noted that the representatives from the Intercollege Relations Commission (ICRC) had developed a last-minute conflict, and would be unable to participate in the meeting. Staff would, however, present a short update report on transfer and articulation activities.

Minutes of Dec. 2001 and Jan. 2002 Board Meetings Approved

*ACTION: **Herb Simon** moved for consideration of the minutes of the Board's Dec. 2001 and Jan. 2002 meetings. **Gene Colin** seconded the motion. The minutes were approved as recorded.*

Consent Agenda Items Approved

*ACTION: **Pat Stanford** moved for consideration of the consent agenda items, which was seconded by **Roberta Greene**, and unanimously approved.*

Res. 02-02, B.A in Children's Studies, EWU

Res. 02-03, M.A. and Ph.D. in Communication, UW

Board Structure

With the Board's concurrence, Bob Craves announced the 2002 HECB board structure as follows:

- Chair – Bob Craves
- Vice Chair – Gay Selby
- Secretary – Pat Stanford
- Three HECB Committees:
 - Planning and Policy Committee with Gay Selby as chair
 - Fiscal Committee with Jim Faulstich as chair
 - Financial Aid Committee with Pat Stanford as chair.

Committee memberships will be announced later.

WICHE presentation

WICHE Executive Director David Longanecker compared Washington with other western states on the issues of access and opportunity, finance, tuition, accountability, and workforce development.

- Access & opportunity – Most states expect substantial growth. The availability of financial aid, early intervention programs, and access-oriented state policies are contributing factors. Washington and California have the most robust financial aid programs, including merit-based programs. The trend appears to be increased partnerships with the private sector.
- Finance – Revenues continue to be weak and 21 states are spending above budgets. Washington is among states spending more than incoming revenues, and reductions in higher education funding are expected. With institutional support at an all time low, tuition and fees are expected to rise. Financial aid support varies among states.
- Accountability – The question remains whether institutions of higher education are providing quality education and how such quality can be proven. Governance and strategic planning are critical tools. Washington State has a great master plan, but it will not be easy to implement with reduced resources.
- Workforce development – There is a need in the whole region for teachers, nurses and faculty.

Other Issues:

- » The National Governors' Association is showing interest in higher education. However, this interest is largely focused on quality -- not funding.
- » Market forces and commercialization are impacting higher education more and more.
- » The new issue is internationalization of education. Twenty-three percent of the total U.S. student population is made up of international students. In turn, 18 percent of our students

study abroad. As a side issue, undocumented students are getting positive attention from some states.

On the question of a super governing body for a single seamless higher education system, Longanecker believes that leadership, strong support, and being able to bring people to the table are more important aspects to consider.

On the question of tuition and funding, Longanecker said tuition shouldn't be a substitute for government support. He believes in a good tuition policy that people understand, and the importance of viewing funding as a triad: tuition, financial aid, and institutional support.

Teacher Certification

Associate Director Elaine Jones and guests from the K-12 system discussed recent and upcoming changes to teacher certification in the state.

- Larry Davis, executive director for the State Board of Education (SBE) provided an overview of the roles and responsibilities of the SBE, the Professional Educator Standards Board (PESB), and the Office of the Superintendent of Public Instruction (OSPI) related to teacher certification.
- Jennifer Wallace, executive director of the PESB, spoke about the vision and mission of the board, which was created by the 2000 Legislature. As required by law, PESB has developed alternative routes to teacher certification.
- Lin Douglas, director for Professional Education and Certification with the OSPI, summarized the changes in initial residency and continuing professional certification, with emphasis on performance based standards.

Transfer & Articulation

Senior Associate Director Gary Benson reported that the work group continues its work on transfer and articulation, and that a more detailed report about its progress will be presented at a later meeting.

Student Panels

- A panel of students from different schools spoke about their experience with the Running Start Program, their reasons for being in the program, and the advantages and challenges of being on a college campus. Running Start Director Sally Zeigler from the State Board for Community and Technical Colleges coordinated the presentation. Robin Rettew, HECB associate director, provided the background and history of the program, along with national trends on high school-to-college initiatives.

- In another panel, South Seattle Community College students talked about their programs of study and plans for the future. The students were introduced by Dr. Karen Foss, SSCC vice president of student services.

Legislative Update

Marc Gaspard provided a brief legislative update. Three tuition bills were introduced. Two other bills introduced directly relate to HECB membership. SB6557 provides for the HECB to select its chair and vice chair (after the term of the current serving chair) and HB2841 would add a student member to the HECB.

Stacey Valentine, president of the Washington Student Lobby, testified on HB2841, which has been amended to enable the student member to serve two years instead of one.

The discussion that followed revolved around several issues:

- Whether the student member would replace the 9th member of the board, or be the 10th member. The consensus of the board members present was to add one student member to the board, rather than have a replacement.
- Jim Faulstich made a motion that the student group be asked to designate an ex-officio representative to the board. This position would disappear as soon as the bill is passed and a student is officially appointed to the board. Questions were raised about which student body would designate a representative.
- Chang Mook Sohn said a conflict exists between the HECB's mission of broad representation and a student member from a particular college or university. Stacey Valentine said that the schools would take turns in having a student member on the Board and that they would recuse themselves as necessary.
- Gene Colin and Roberta Greene wanted to take the idea under advisement to give the Board time to think and discuss the issue further. However, Bob Craves reminded that the bill was already out and a decision had to be made if the board wished to take a position.

ACTION: *Herb Simon* moved to support HB2841, with an amendment to add a student member, rather than a replacement to the Board. *Jim Faulstich* seconded the motion, which was carried with opposing votes from *Chang Mook Sohn, Gay Selby, and Gene Colin*.

Washington Scholars

Becki Collins, HECB director for education services, summarized the staff's proposal to ensure a sufficient pool of Washington Scholars. WAC 250-66-030 would be modified to permit the HECB to seek additional nominations from selected high schools to ensure three Scholars and one alternate in each district, beginning with class 2002.

***ACTION: Gene Colin** moved for consideration of **Res. 02-04**, accepting the staff's recommendations. **Pat Stanford** seconded the motion, which was unanimously approved.*

Future Teachers' Conditional Scholarship Program Evaluation

HECB Senior Associate Director Linda LaMar provided background and process information. This project was established to address teacher shortages in the K-12 public school system by providing forgivable loans to public school classified employees who would like to be certified to teach in the state's public schools. The HECB was directed to administer the program and to provide findings on the impact of the project on persons entering the teaching profession in shortage areas.

Evelyn Hawkins, HECB associate director for research, talked about the recipients of the scholarship. Of the 490 individuals who applied for the scholarship, 279 were awarded. Thirty-three have graduated and earned teacher certification; 26 are currently teaching (two in special education) and seven have six months from graduation to begin teaching in an eligible school before the loan payments become due.

Hawkins reported it is difficult to draw any definitive conclusions about the success or impact of the project because of the short time period it has been in operation. Many of the recipients remain enrolled in the program. The initial successes suggest that long-term positive outcomes could result from such a program.

***ACTION: Pat Stanford** moved for consideration of **Res. 02-05**, approving the staff's report to the Legislature. **Gene Colin** seconded the motion, which was unanimously approved.*

No public comments were offered. Meeting adjourned at 3:45

RESOLUTION NO. 02-02

WHEREAS, Eastern Washington University has requested approval to establish a Bachelor of Arts in Children's Studies; and

WHEREAS, Student interest and regional need for the program is keen; and

WHEREAS, The interdisciplinary and holistic nature of the program will provide students excellent preparation for working with children in a variety of settings; and

WHEREAS, The assessment plan is exemplary and the program costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Eastern Washington University request to establish a Bachelor of Arts in Children's Studies, effective February 6, 2002.

Adopted:

February 6, 2002

Attest:

Bob Craves, Chair

Pat Stanford, Secretary

RESOLUTION NO. 02-03

WHEREAS, The Department of Communication at the University of Washington is seeking approval to offer a new Master of Arts and Doctor of Philosophy in Communication; and

WHEREAS, The University of Washington has the expertise in the various disciplines required to offer these programs; and

WHEREAS, The programs will provide students excellent preparation for advanced careers in academia and the private sector; and

WHEREAS, The programs will be supported through internal reallocation of state resources; and

WHEREAS, The programs respond to the growing demand for professionals with advanced knowledge and skills in both theoretical perspectives and methodological approaches related to the field of communication;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the University of Washington's Department of Communication request to offer a new Master of Arts and Doctor of Philosophy in Communication, effective February 6, 2002.

Adopted:

February 6, 2002

Attest:

Bob Craves, Chair

Pat Stanford, Secretary

RESOLUTION NO. 02-04

WHEREAS, The Higher Education Coordinating Board is directed by RCW 28B.80.245 to administer the Washington Scholars program; and

WHEREAS, The statute requires the Board to "...provide for the annual awarding of grants, if moneys are available, to three Washington scholars per legislative district; and, if not used by an original recipient, to the Washington scholars-alternate from the same legislative district;" and

WHEREAS, The recipients must physically reside in the district from which they are named as scholars; and

WHEREAS, Each high school nominates the top one percent of its senior class to develop the pool of eligible students from which the Washington Scholars are selected through a competitive process; and

WHEREAS, The distribution of high schools and students, at times, results in the nomination of fewer than four students per legislative district; and

WHEREAS, Staff have proposed a modification to WAC 250-66-030 that permits the Board to seek additional nominations from selected high schools to ensure that a sufficient pool of students exists to name three individuals as Washington Scholars and one individual as an alternate for every district in the state.

THEREFORE, BE IT RESOLVED, That the proposed changes to WAC 250-66-030 be adopted and implemented for the nomination of scholars beginning with the class of 2002.

Approved:

February 6, 2002

Attest:

Bob Craves, Chair

Pat Stanford, Secretary

RESOLUTION NO. 02-05

WHEREAS, Engrossed House Bill (EHB) 2487, the FY 2000 Supplemental Budget Act, established and funded a demonstration project to address teacher shortages in the K-12 public school system by providing forgivable loans to public school classified employees desiring to obtain certification to teach in Washington's public schools; and

WHEREAS, Continued funding for the demonstration project was provided by Engrossed Substitute Senate Bill (ESSB) 6153, the 2001-03 biennial operating budget; and

WHEREAS, The Higher Education Coordinating Board was directed by EHB 2487 and ESSB 6153 to administer the future teachers' conditional scholarship program and to provide the Legislature and the Governor with findings about the impact of this demonstration project on persons entering the teaching profession in shortage areas;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the transmittal of the "Future Teachers' Conditional Scholarship Program Evaluation" report to the Legislature and to the Governor.

Adopted:

February 6, 2002

Attest:

Bob Craves, Chair

Pat Stanford, Secretary

MASTER OF ARCHITECTURE

Washington State University at Pullman and Spokane

March 2002

EXECUTIVE SUMMARY

INTRODUCTION

Washington State University is seeking approval from the Higher Education Coordinating Board to establish a Master of Architecture at WSU Pullman and WSU Spokane, beginning fall 2002. The program would respond to changes in the profession, reflecting architecture's move from a specific project-oriented profession to one in which architects need broad knowledge about all aspects of the environment and construction. It would replace the university's five-year Bachelor of Architecture professional program.

PROGRAM NEED

The proposal presents a compelling case for changing WSU's five-year undergraduate degree to a professional graduate program. As stated in the proposal:

- Documentation and research sponsored by the American Institute of Architects, the National Architectural Accrediting Board, and the National Council of Architectural Registration Board indicate that changes in the profession require changes in how architects should be educated.
- The reconfiguration of the degree will provide an enhanced program allowing faculty and students to explore issues, ideas, and research that are significant to the intellectual evolution of architecture.
- Through the change to the Master of Architecture, the school will remain competitive among other institutions and respond to the evolving demands of the profession.

The proposal also includes letters of support from architectural professionals who commend WSU for transferring from the Bachelor of Architecture to the master's degree. Furthermore, the proposal provides evidence of strong student interest in the proposed program. In fall 2000, students enrolled in the architecture program at Pullman were surveyed. The overwhelming majority of these students indicated they were in favor of the degree conversion and modifications to the curriculum.

PROGRAM DESCRIPTION

The Master of Architecture will consist of a minimum of 40 credit hours offered over three semesters with a summer internship, travel, or design studio module. The first semester focuses on advanced academic courses that form a foundation in architecture while the second semester focuses on professional practice and history and theory. The third semester focuses on advanced graduate design and presentation work.

The program will be delivered by three methods: (1) the lecture class format with one instructor; (2) the design studio format with two instructors; and (3) the summer module in which students select an internship, travel, or design studio. The program will use technology for the delivery of course material, faculty and student communications, and thesis preparation. Initially, the program will be supported by faculty of 4.5 FTE. As it grows, additional faculty will be required.

ASSESSMENT AND DIVERSITY

Student learning outcomes for the program are designed to meet the standards established by the National Architectural Accrediting Board. The assessment of students' work will occur in several ways:

- In lecture courses with quizzes, exams, papers and projects;
- In studio courses with table critiques, pin-ups, and jury presentations; and
- In theses projects by critiques, conceptual design jury, and final jury presentation.

WSU is committed to enhancing gender balance and diversity among faculty, staff, and students. In the architecture program, the design studios and several courses focus on human behavior and diversity.

REVIEW PARTICIPANTS

Two external professionals reviewed the proposal: Professor James S. Jones, Department of Architecture at Kansas State University; and Associate Director Alejandro Lapunzina, School of Architecture at the University of Illinois at Urbana-Champaign. Both reviewers endorsed the proposal and presented a couple of concerns. The director of WSU's architecture program addressed these concerns satisfactorily. Other public baccalaureate institutions reviewed the proposal as well. Eastern, Western, and the University of Washington shared their enthusiasm for the program. The UW also noted that the difference in the UW and WSU programs and the demand for architectural and design education in Washington are such that competition should not be feared.

PROGRAM COSTS

The program will be funded primarily through internal reallocation. Annual costs would be about \$1,726,848 or \$11,992 per FTE student.

STAFF ANALYSIS

The Master of Architecture would be a welcome addition to the School of Architecture and Construction Management at Washington State University. The program would be popular among students and industry. It addresses the changing demands of architecture education and the profession.

RECOMMENDATION

The proposal for a Master of Architecture at Washington State University at Pullman and Spokane is recommended for approval, effective March 27, 2002.

RESOLUTION NO. 02-06

WHEREAS, Washington State University proposes to establish a Master of Architecture at WSU Pullman and Spokane, beginning fall 2002; and

WHEREAS, The program will provide advanced studies in architecture and serve the comprehensive needs of the profession; and

WHEREAS, The external reviews attest to the need and quality of the program; and

WHEREAS, The assessment and diversity activities will serve students and the program; and

WHEREAS, The costs are reasonable;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Washington State University proposal to establish a Master of Architecture at WSU Pullman and Spokane, effective March 27, 2002.

Adopted:

March 27, 2002

Attest:

Bob Craves, Chair

Pat Stanford, Secretary

**BACHELOR OF ARTS AND BACHELOR OF SCIENCE IN GENERAL STUDIES
Central Washington University - Ellensburg Campus,
Lynnwood, SeaTac, Steilacoom, Wenatchee, and Yakima CWU Centers**

March 2002

EXECUTIVE SUMMARY

INTRODUCTION

Central Washington University (CWU) is seeking approval from the Higher Education Coordinating Board (HECB) to establish a Bachelor of Arts and Bachelor of Science in General Studies at the Ellensburg campus, and CWU off-campus centers at Lynnwood, SeaTac, Steilacoom, Wenatchee, and Yakima. CWU currently offers an option of individualized studies for those students who are uncertain about a specific major or interested in a general education experience.

PROGRAM NEED

CWU representatives report that for many students, the need for a strong liberal arts education will be more important than professional skills or knowledge of a specific subject area. Workers need not only possess specific skills but must know how to learn. A review of literature confirms this assertion. According to *Carnegie Challenge 2000: Liberal Arts Education for a Global Society*, “Today’s graduates, over their lifetimes, will experience change at an unprecedented pace... A familiarity with the body of knowledge and methods of inquiry and discovery of the arts and sciences and a capacity to integrate knowledge across experience and discipline may have far more lasting value in such a changing world than specialized techniques and training, which can quickly become outmoded.” EWU’s proposed program would fulfill this need by offering a broad program that enables students to gain in-depth knowledge and skills congruent with their overall educational, career, and lifelong learning goals.

PROGRAM DESCRIPTION

The program of study will require students to complete 45-60 upper-division credits, and a concentration in one of the three emphasis areas: arts and humanities, social sciences, or natural sciences. All students will be required to take the proposal colloquium and senior colloquium course. In the first colloquium, each student and his/her advisor will develop specific individual student learning outcomes. In the senior colloquium, the student will demonstrate how he/she has met the program goals, objectives, and specific outcomes through a portfolio approach. Courses would be taught through a combination of classroom instruction and distance learning technologies. Full-time students would be able to complete the program in four years. At full enrollment, the program would serve 169 FTE students. The program would be supported primarily through existing means.

ASSESSMENT AND DIVERSITY

The BA and BS in General Studies has four overarching goals with related objectives and student learning outcomes:

1. To facilitate interdisciplinary studies that encourage multiple perspectives and a broad-based world view;
2. To enhance students' abilities to effectively communicate in a variety of media using a variety of sources;
3. To provide opportunities for exploration, investigation, and deliberation that lead to greater insights, appreciation, and understanding of knowledge; and
4. To prepare students to live and work in a diverse and global society.

The proposal presents a suitable assessment plan to evaluate these program goals and related objectives and student learning outcomes. The program is committed to recruiting and retaining students from diverse backgrounds and cultures. Several of the courses in the program are designed to enhance cultural understanding and diversity.

REVIEW PARTICIPANTS

The proposal was positively reviewed by three external reviewers: Mark Wagner, associate dean, institutional research, Washington State University; Joseph St. Hilaire, registrar, Western Washington University; and Kristine Roby, college advisor, University of Idaho.

The reviewers also offered some suggestions to strengthen the proposal, and CWU incorporated several of them in its final version of the program. The proposal also was shared with other public baccalaureate institutions. HECB received no comments from them.

PROGRAM COSTS

The program would be supported through internal reallocation. No significant costs would be incurred to offer the BA and BS in General Studies. General studies majors would enroll in existing classes and be supported by existing resources. Costs for students enrolled in this program are likely to be near the annual average cost for a student enrolled in an upper-division Arts and Science degree program at Central, depending on the course pattern selected.

STAFF ANALYSIS

Central Washington University's proposed BA and BS in General Studies represents a positive step in decreasing time-to-degree and increasing study options for students. The program will provide students with a broad, in-depth educational experience, and it reflects minimal additional costs. Program graduates will be well prepared to pursue a variety of careers and professional graduate schools.

RECOMMENDATION

The Central Washington University proposal to establish a Bachelor of Arts and a Bachelor of Science in General Studies at the Ellensburg campus and CWU off-campus centers at Lynnwood, SeaTac, Steilacoom, Wenatchee, and Yakima is recommended for approval, effective March 27, 2002.

RESOLUTION NO. 02-07

WHEREAS, Central Washington University has requested approval to establish a Bachelor of Arts and a Bachelor of Science in General Studies, beginning fall 2002, at the Ellensburg campus and CWU off-campus centers at Lynnwood, SeaTac, Steilacoom, Wenatchee, and Yakima; and

WHEREAS, Student interest and employer needs for the program are demonstrated; and

WHEREAS, The assessment plan and diversity initiatives are well suited for a program of this nature; and

WHEREAS, The external reviews attest to the quality of the program; and

WHEREAS, The program costs are negligible;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Central Washington University request to establish a Bachelor of Arts and a Bachelor of Science in General Studies at the Ellensburg campus and CWU off-campus centers at Lynnwood, SeaTac, Steilacoom, Wenatchee, and Yakima, effective March 27, 2002.

Adopted:

March 27, 2002

Attest:

Bob Craves, Chair

Pat Stanford, Secretary

STATUS REPORT NOTIFICATION OF INTENT

March 2002

INTRODUCTION

In January 2001, the Higher Education Coordinating Board adopted revised *Guidelines for Program Planning, Approval and Review* in order to expedite and improve the process for the institutions and HECB alike. One of the major changes in the *Guidelines* includes a new program review and approval process for existing degree programs proposed to be offered at a branch campus, a new off-campus location, via distance learning technologies, or a combination of delivery methods.

The process requires an institution to submit a Notification of Intent (NOI) in electronic format to the HECB at least 45 days prior to the proposed start date of the program. The NOI includes the following information:

- Name of institution
- Degree title
- Delivery mechanism
- Location
- Implementation date
- Substantive statement of need
- Source of funding
- Year 1 and full enrollment targets (FTE and headcount)

HECB staff posts the institution's NOI on the HECB Web site within 5 business days of receipt, and via email notifies the provosts of the other public four-year institutions, the Washington Association of Independent Colleges and Universities, the Inter-institutional Committee on Academic Program Planning, and the Council of Presidents. The other public four-year institutions and HECB staff have 30 days to review and comment on the NOI via an email link on the HECB Web site.

If there are no objections, the HECB Executive Director approves the existing degree program proposed to be offered at a branch campus, a new off-campus location, via distance learning technologies, or a combination of delivery methods. If there is controversy, the HECB will employ its dispute resolution process.

STATUS REPORT

From December 12, 2001 through March 27, 2002 the HECB Executive Director approved the following existing degree program in accordance with the NOI process.

Institution	Degree Title	Location	Approval Date
CWU	BS Industrial Technology	CWU Lynnwood & SeaTac Centers	February 28, 2002
CWU	BS safety and Health Management	CWU Lynnwood & SeaTac Centers	February 28, 2002
CWU	MS Engineering Technology	CWU Lynnwood Center	February 28, 2002
CWU	MS Organizational Development	CWU Lynnwood Center	February 28, 2002
EWU	BS Technology – Applied Technology Option	South Seattle CC	December 27, 2001

LEGISLATIVE ISSUES: 2002 SESSION REPORT

Reflects regular session actions through March 14

March 2002

Issue	HECB Perspective	Legislative Action
Supplemental operating budget – overview	Minimize cuts to higher education, preserve current enrollment levels, and ensure adequate financial aid for needy students	Compromise supplemental budget cuts a net of \$62.4 million from original FY 03 higher education appropriation. Reductions of 5% for baccalaureates; 3% for CTCs. Two-year college enrollment increased by 1,320 FTE over original budget; baccalaureate increases unchanged. More information is available from the HECB
Supplemental operating budget -- State Need Grants	HECB supports funding to protect needy students and scholarship recipients from the effect of tuition increases	Legislative budget for State Need Grant continues to serve students whose family incomes do not exceed 55% of the state median. Funding level of \$104.9 million probably will not allow 'dollar-for-dollar' grant adjustments to cover full tuition increases. Funds for financial aid administration will be reduced by \$416,000, 13% less than original FY 03 allowance
Supplemental operating budget -- worker retraining	HECB supports community and technical colleges' request 2,500 new FTEs in retraining programs	Compromise budget supports 1,320 additional FTE enrollments in retraining programs, funded at \$5,000 per FTE (\$4,500 for instruction, \$500 for financial aid). The budget relies on general funds and unemployment compensation funds
Tuition-setting authority	HECB advocates unrestricted tuition-setting authority for four-year boards of regents and trustees and SBCTC	<p>Legislature continues to set tuition caps for resident undergraduates. Tuition limit for 2002-03 is 16% (research), 14% (regionals) and 12% (CTCs). However, colleges and universities receive unrestricted tuition-setting authority for non-residents and graduate and professional programs. Maximum tuition increases would cover nearly 2/3 of cuts for baccalaureates, just over half for CTCs</p> <p>Several bills were considered to establish a multi-year tuition policy. None passed</p>

Issue	HECB Perspective	Legislative Action
Financial aid carry-forward authority	HECB supports making maximum use of financial aid funds for their intended purposes	House and Senate unanimously passed HB 2914 , to ensure unspent financial aid funds at the end of a fiscal year are used for their intended purpose. Bill awaits action by Governor
Washington Promise Scholarship	HECB supports enacting Promise Scholarship in statute and urges state to consider extending scholarship to 4 years	<p>Compromise budget provides \$6.3 million for scholarships in FY 2003, down from \$8.75 million in original budget. Two-year awards would go to top 15% of high school graduates (and those who score at least 1,200 on first SAT attempt) with family income up to 135% of median. Scholarships for new recipients next year would be no more than \$1,000; HECB would set value of second-year awards based on availability of funds</p> <p>On March 14, the House and Senate passed HB 2807 to enact Promise in statute as a permanent program</p>
HECB member confirmations	Roberta Greene, Gene Colin and Ann Ramsay-Jenkins are awaiting Senate confirmation	Senate confirmed the appointments of Mr. Colin (GA 9231) and Ms. Greene (GA 9199). Several other appointments scheduled for confirmations on the last day of the session were not acted upon, including (GA 9244), Ann Jenkins' reappointment.
HECB membership issues	<p>Chair of HECB currently serves at Governor's pleasure</p> <p>HECB supports adding student as 10th member of board</p>	<p>Senate and House both unanimously passed SB 6557 to enable HECB board members to elect chair and vice-chair (following the term of the current serving chair). Bill delivered to Governor allows more than one one-year term in leadership posts</p> <p>Senate and House have passed HB 2841, to add student member to HECB. Student would become 10th board member. Bill has been delivered to Governor</p>
Grant program for dependent care	HECB currently administers dependent care allowance through State Need Grant	HB 2534 , to create a <i>privately funded</i> supplemental grant program administered by HECB, was approved unanimously by House but died in the Senate. Donations would have supported grants of at least \$1,000 per year to Need Grant-eligible students who have children 18 and under

Issue	HECB Perspective	Legislative Action
GET College Savings Plan	HECB executive director chairs GET Committee, which is directed to develop college savings plan	HB 2492 , to expand GET Committee's borrowing authority to start college savings plan, died in the Senate
Higher education studies		Compromise budget provides a total of \$60,000 for four studies by the state Institute for Public Policy at TESC. One would examine the mission and operation of the HECB; another would examine issues related to the research institutions' branch campuses
Institutional eligibility for financial aid	HECB supports bill making additional institutions eligible for financial aid programs	SB 5166 , to enable students at certain non-profit institutions to become eligible for state financial aid, was passed and has been delivered to the Governor. Amended bill sets criteria that would initially extend eligibility only to Antioch University in Seattle
Collective bargaining by four-year faculty		HB 2403 was passed 53-44 by House and 27-22 by Senate and delivered to the Governor. Bill would permit faculty at the six public four-year institutions to engage in collective bargaining
Public interest attorneys loan repayment program		SB 5336 , to create <i>privately funded</i> loan repayment program administered by HECB to assist public interest attorneys, was passed by the Senate but died in the House Appropriations Committee
Running Start expansion		HB 2438 has been delivered to the governor to enable high school juniors and seniors to attend The Evergreen State College in the Running Start program

FINAL FY 2003 HIGHER EDUCATION SUPPLEMENTAL OPERATING BUDGET

March 2002

Overview

- The final supplemental budget cuts a net of \$62.4 million (4.3%) from the FY 2003 higher education operating budget.
- The FY 2003 budget will be \$9.9 million (.7%) above the FY 2002 budget.

Enrollment

- No changes to the 2,587 FTE increase (1,820 Community and Technical Colleges, 767 baccalaureates) budgeted for FY 2003—notwithstanding the across-the-board operating budget reductions.
- No funding is provided for the new enrollment request for Eastern Washington University.
- Central Washington University receives \$350,000 to continue enrollment recovery efforts.

Workforce training enrollments

- 1,320 additional workforce enrollments are provided to the community and technical colleges, funded from \$4.0 million state funds and \$2.6 million unemployment compensation funds.

FY 2003 Tuition

- Institutions may increase resident undergraduate tuition up to 16% at research institutions, 14% at comprehensives, and 12% for community and technical colleges.
- Non-resident/graduate/law/professional student tuition may be set without restriction.
- Setting aside of some portion of added tuition for financial aid is not required.
- Institutions are encouraged to reduce tuition waivers in recognition of limited resources; no adjustment to state funding is made to reflect this.

Across-the-board percentage cuts

- 5% of FY 2003 original appropriations are cut across-the-board for baccalaureate institutions totaling \$37.6 million.
- 3% of FY 2003 original appropriations are cut across-the-board for community and technical colleges totaling \$16.3 million.
- If institutions raise tuition in FY 2003 for all students up to the maximum allowed for resident undergraduates, the four-years will receive new revenues equal to almost 2/3 of their 5% budget reduction, and the CTCs will receive new revenues equal to over half of their 3% budget reduction.

Financial Aid

- \$2.2 million is added in State Need Grant to partly offset FY 2003 tuition increases.
- \$2.4 million is cut from the Promise Scholarship to restrict new awards in FY 2003 to a maximum of \$1,000 per student.
- HECB financial aid administrative costs are reduced approximately 15% in FY 2003.

Salaries and Benefits

- Employees covered by Initiative 732 (K-12 and community and technical college faculty) will receive increases of 3.6% for FY 2003. \$1.4 million is added to the community and technical colleges for these increases.
- Other state and higher education employees will receive no increase in FY 2003 resulting in \$21.5 million savings. The current FY 2003 budget includes sufficient funds to provide a 2.6% general salary increase for all employees effective July 1, 2002—but the legislature had reserved the right to specify the final percentage amount in the supplemental budget.
- Baccalaureate institutions are provided a total of \$6 million in recruitment and retention funding; CTCs do not receive an allocation.
- CTC salary increment funding of \$1.2 million for FY 2003 is eliminated.
- The cost of health insurance and co-pays for all employees will increase and benefits will be reduced.
- State pension contributions are reduced for employees and the state based on the most recent actuarial analysis.

Other Actions

- A lawsuit settlement related to retirement contributions for community and technical college part-time faculty is funded at \$9.5 million in state funds.
- The Institute for Public Policy at The Evergreen State College is provided a total of \$60,000 to complete four studies: (1) review and evaluate the mission of the branch campuses, (2) review the mission and operations of the HECB, (3) research at-risk youth programs, and, (4) research drug offender sentencing.

HIGHLIGHTS OF THE FY 2003 SUPPLEMENTAL HIGHER EDUCATION OPERATING BUDGET

<u>Programs/Appropriations</u>	<u>FY 2003 Original Budget</u>	<u>Final Budget</u>
Total Higher Education Appropriations		
Dollar amount	\$1,434.9 million (\$1,362.6 million FY 2002)	Reduction of \$62.4 million (-4.3%) from original FY 2003
Percent increase over FY 2002	+ 5.3% above fiscal year 2002	+ .7% above fiscal year 2002
<hr/>		
Enrollment Increases		
Total new student FTEs	2,587 total--1,820 CTC and 767 baccalaureate	Currently budgeted enrollments unchanged (except for workforce addition), notwithstanding the proposed operating budget reductions
CTC workforce training	Included above	1,320 CTC workforce FTEs added
Total dollar amount	\$24.5 million increase in FY 2003	\$4.0 million state funds and \$2.6 million unemployment compensation funds added for workforce FTEs
<hr/>		
Financial Aid		
State Need Grant	\$12.1 million above FY 2002 to add students and cover tuition increases. Assumes 55% median family income	\$2.2 million added to cover larger tuition increases
State Work Study	Increases average award and adds students	No change
Promise Scholarships	Scholarships up to CTC tuition and fees for top 15%	\$2.4 million cut to limit new awards in FY 2003 to a maximum of \$1,000 per student
<hr/>		
Salaries		
General Increases	\$50.2 million would fund a 2.6% general increase for all employees with the second year to be determined by 2002 legislature. Covers portion of tuition-supported employees	\$21.5 million cut by reducing FY 2003 increases from 2.6% to 0% for non-I-732 employees, and an increase of \$1.4 million for I-732 employees to bring the percentage increase up to 3.6%
Recruitment/retention	NA	\$6 million provided to four-year institutions only
CTC faculty increments	\$1.2 million	\$1.2 million cut
Health insurance costs and other benefits	Health insurance premiums paid by the state and by employees are both increased and coverages reduced	Health insurance premiums for employees increased \$4.4 million and coverages reduced further, pension contributions reduced \$2.2 million
<hr/>		
Operating Cost Reductions	\$10.0 million cut--2% of non-instructional budgets (libraries, support activities, student services, research, facility maintenance)	\$53.9 million total cut--baccalaureates cut \$37.6 million and CTCs cut \$16.3 million. This is a 5% and 3% cut, respectively. Budgeted enrollment increases are maintained.

Programs/Appropriations**FY 2003 Original Budget****Final Budget****Tuition****Limits**

6.1% cap for full-time students; 12% for law and graduate business; 20% for UW graduate business

For FY 2003, full-time resident undergraduate increases remain set by legislature and limited to 16% for research, 14% for comprehensive, and 12% for the CTCs. Tuition for non-resident/graduate/law/professional students is unlimited

Institution flexibility

Up to specified limit

Up to specified limits for resident undergraduate, no limits for other students

Full-time/part-time student designation

No changes to current practice

No changes to current practice

Non-resident graduate instructional costs

No changes to current practice

No changes to current practice

Financial aid set-aside from tuition increases

NA

None

Tuition waivers

No changes to current practice

Institutions are encouraged to reduce tuition waivers

FY 2003 tuition increases to compensate for budget reductions

NA

If institutions raise tuition for all students up to the maximum allowed for resident undergraduates, the four-years will receive new revenue equal to almost 2/3 of their 5% budget reduction, and the CTCs will receive new revenues equal to over half of their 3% budget reduction

HECB operations**Financial aid administration**

NA

Cuts to FY 2003 budget

Policy Analysis operating reduction

NA

\$120,000 cut from FY 2003 budget

Other**Lawsuit settlement**

NA

\$9.5 million for lawsuit related to retirement contributions for part-time CTC faculty

Studies

NA

The Institute for Public Policy at TESC is provided \$60,000 to complete four studies: 1) review and evaluate the mission of the branch campuses, 2) review the mission and operations of the HECB, 3) research at-risk youth programs, and 4) research drug offender sentencing

Enrollment recovery efforts

NA

Central Washington University receives \$350,000 to continue enrollment recovery efforts in FY 2003

FY 2003 SUPPLEMENTAL HIGHER EDUCATION TUITION PROPOSALS

	<u><i>FY 2003 Original Budget</i></u>	<u><i>Governor</i></u>	<u><i>Senate</i></u>	<u><i>House</i></u>	<u><i>Final Budget</i></u>
Limits	6.1% cap for full-time students; 12% for law and graduate business; 20% for UW graduate business	Unlimited authority granted to all institutions	For FY 2003, full-time resident undergraduate increases remain set by legislature and limited to 14% for research, 10% for comprehensive, and 7% for CTCs. Other limits in FY 2003 for <u>other</u> resident students are: grad 10%, law 22%, grad business 30% (from FY 2004 through FY 2008 the annual limits in effect are 10%). Non-resident grad/law/professional tuition is unlimited	For FY 2003, full-time resident undergraduate increases remain set by legislature and limited to 16% for research, 14% for comprehensive, and 12% for CTCs. Tuition for non-resident/graduate/law/professional students is unlimited	For FY 2003, full-time resident undergraduate increases remain set by legislature and limited to 16% for research, 14% for comprehensive, and 12% for CTCs. Tuition for non-resident/graduate/law/professional students is unlimited.
Institution flexibility	Up to specified limit	No limits	Up to specified limits for different categories of students	Up to specified limits for resident undergraduate only	Up to specified limits for resident undergraduate only
Financial aid set-aside from institution imposed tuition increases	NA	NA	Institutions must set aside some portion of resident graduate tuition increases in excess of resident undergraduate increases to be used for need-based financial aid to resident graduate students	NA	NA
State Need Grant increases resulting from higher tuition allowed in supp. budget	NA	Schools must dedicate a portion of new tuition to fund dollar for dollar award increases above the new state SNG funding provided in the appropriation bill	Funds added to cover larger tuition increases	Funds added to cover larger tuition increases	Funds added to cover larger tuition increases
Full-time/part-time student designation	No changes to current practice	No changes to current practice	Institutions may charge any student who registers for 9 credit hours the full-time tuition amount. \$7.1 million in state funds are cut to offset the added revenue assuming this policy change is implemented	No changes to current practice	No changes to current practice
Tuition waivers	No changes to current practice	No changes to current practice	No changes to current practice	Institutions are encouraged to reduce tuition waivers	Institutions are encouraged to reduce tuition waivers

	<u>FY 2003 Original Budget</u>	<u>Governor</u>	<u>Senate</u>	<u>House</u>	<u>Final Budget</u>
Non-resident graduate student instructional costs	No changes to current practice	No changes to current practice	\$9.1 million is cut from the research institutions to eliminate 76% of the difference between non-resident graduate tuition and instructional costs. Institutions may recoup some this loss from increasing tuition	No changes to current practice	No changes to current practice
Degree completion agreement	NA	Requirement that students could enter into agreements assuring degree completion in timely manner if prescribed course sequence is followed	NA	NA	NA
Tuition increases authorized in the supplemental to offset FY 2003 budget cuts	NA	Institutions could raise tuition to offset all or part of the 5% baccalaureate and 3% CTC budget cuts	Tuition increases for all students at the resident undergraduate limits would offset about one-third of the 3% baccalaureate cut and about one-sixteenth of the 2% CTC budget cut	Tuition increases for all students at the resident undergraduate limits would offset about three-fourths of the 4% baccalaureate cut and about four-fifths of the 2% CTC budget cut	Tuition increases for all students at the resident undergraduate limits would offset less than two-thirds of the 5% baccalaureate cut and a little more than half of the 3% CTC budget cut

APPROPRIATION CHANGES IN FY 2003 SUPPLEMENTAL HIGHER EDUCATION OPERATING BUDGET

State General Fund (\$ thousands)

<u>FY 2003 increases or (decreases) to original budget</u>							
	<u>Original FY 2003 Budget</u>	<u>Institution Requests</u>	<u>HECB Recommend</u>	<u>Governor</u>	<u>Senate</u>	<u>House</u>	<u>Final</u>
UW	361,114.0	0.0	0.0	-22,200.0	-37,999.0	-20,118.0	-24,640.0
WSU	209,939.0	1,185.0	0.0	-12,991.0	-19,533.0	-11,909.0	-14,460.0
CWU	44,976.0	1,252.0	0.0	-2,909.0	-4,079.0	-2,708.0	-2,844.0
EWU	47,382.0	2,491.0	0.0	-2,984.0	-3,698.0	-2,303.0	-3,223.0
TESC	26,260.0	0.0	0.0	-1,670.0	-2,327.0	-1,440.0	-1,795.0
WWU	62,881.0	358.0	0.0	-3,948.0	-5,396.0	-3,585.0	-4,486.0
Subtotal, Four-year	<u>752,552.0</u>	<u>5,286.0</u>	<u>0.0</u>	<u>-46,702.0</u>	<u>-73,032.0</u>	<u>-42,063.0</u>	<u>-51,448.0</u>
 SBCTC	 543,731.0	 22,695.0	 21,000.0	 -12,319.0	 -23,520.0	 -10,901.0	 -10,489.0
HECB	138,613.0	0.0	0.0	3,052.0	553.0	444.0	-445.0
 TOTAL	 <u>1,434,896.0</u>	 <u>27,981.0</u>	 <u>21,000.0</u>	 <u>-55,969.0</u>	 <u>-95,999.0</u>	 <u>-52,520.0</u>	 <u>-62,382.0</u>
<i>Percent change from FY 2003 original</i>		<i>2.0%</i>	<i>1.5%</i>	<i>-3.9%</i>	<i>-6.7%</i>	<i>-3.7%</i>	<i>-4.3%</i>

Salary increase recommendations:

Governor--increase I-732 salary increases from 2.6% to 3.6%, delay all other salary increases for 2 months

Senate--increase I-732 salary increases from 2.6% to 3.6%, reduce all other salary increases to 0%, cut FY 2003 CTC salary increments

House----increase I-732 salary increases from 2.6% to 3.6%, reduce all other salary increases to 2.0%

Final--increase I-732 salary increases from 2.6% to 3.6%, eliminate all other salary increases, provide \$6 million recruitment/retention pool to 4-years

2002 SUPPLEMENTAL CAPITAL BUDGET – HIGHER EDUCATION HIGHLIGHTS

March 2002

Overview

- ◆ The adopted bond bill (SB 6818) created additional debt-capacity by changing the definition of General State Revenues to include Real Estate Excise Taxes. This action added enough capacity to support approximately \$180 million in state bond projects which had been authorized in 2001.
- ◆ The supplemental capital budget (ESB 6396) includes \$46 million for higher education. Of this total, \$44 million is appropriated for *Job Creation & Infrastructure* projects as part of the overall “Economic Stimulus Package”.
- ◆ Section 304 of the bill also requires the four-year institutions and the SBCTC to submit, by May 1, 2002, to JLARC, OFM, and HECB a list of all major preservation projects which are anticipated to be requested in the first six years of the 2003-2013 capital plan. This section also requires that the detailed project justification be submitted to JLARC, OFM, and the HECB by July 1, 2002

Appropriation Summary

	State Bonds	Total
University of Washington		
UW Medical Center Interest	\$0	\$2,100,000
Job Creation & Infrastructure	\$0	\$3,500,000
Total	\$0	\$5,600,000
Washington State University		
Job Creation & Infrastructure	\$0	\$3,000,000
Eastern Washington University		
Job Creation & Infrastructure	\$0	\$2,500,000
Central Washington University		
Job Creation & Infrastructure	\$0	\$2,500,000
The Evergreen State College		
Job Creation & Infrastructure	\$0	\$2,500,000
Western Washington University		
Job Creation & Infrastructure	\$0	\$3,000,000
Community & Technical Colleges		
Job Creation & Infrastructure	\$5,840,000	\$26,600,175
Total Higher Education	\$5,840,000	\$45,700,175

REPORT ON INSTITUTIONAL DEGREE PROGRAMS: Two-year Plans, Recently Approved Programs, and Program Review

March 2002

EXECUTIVE SUMMARY

INTRODUCTION

HECB Statutory Authority

State law directs the HECB to approve new degree programs to be offered by the public four-year colleges and universities. RCW 28B.80.340 specifies the Board shall:

1. Approve the creation of any new degree programs at the four-year institutions;
2. Review, evaluate, and make recommendations for the modification, consolidation, initiation, or elimination of on-campus programs at the four-year institutions; and
3. Review and evaluate and approve, modify, consolidate, initiate, or eliminate off-campus programs at the four-year institutions.

Policy Principles

The HECB's degree program approval and review process, as outlined in the Board's *Guidelines for Program Planning, Approval, and Review* is designed to support the following policy objectives:

1. Ensure that programs offered by the public four-year institutions meet state need, are free from unnecessary duplication, and are appropriate in terms of cost and diversity;
2. Foster high-quality, innovative programs that enable students to complete their studies in a reasonable amount of time;
3. Support the unique role and mission of the individual institutions;
4. Respond effectively to the state's economic, employer, and social needs; and
5. Recognize that institutional governing boards are accountable to the state and to the public to:
 - a) develop degree programs and assess the academic quality of the curriculum;
 - b) evaluate the capacity of the institution to offer programs efficiently; and
 - c) make the wisest use of resources.

State Benefits

The degree program approval and review process contributes to the well-being of the state, its citizens, its institutions, and its students.

- **Systemwide Coordination.** The Program Plan provides an overall picture of the types of programs the institutions are planning to develop over the longer term. This helps the Board assess how well state needs are being addressed. It also provides opportunities for institutions to develop collaborative and complementary programs.

- **Enhanced Program Quality.** Review of the Program Proposal by expert reviewers, other Washington institutions, and HECB staff leads to enhancements in both the proposal and program itself. Through its requirements for the Program Proposal (e.g., documentation of need, diversity and assessment plans, budgets, use of technology, student learning outcomes assessment), the Board emphasizes its priorities to the institutions and ensures that new programs are responsive to specific issues of importance to the Board and the state.
- **Effective Implementation of Public Policy.** Program Review information contributes to the Board's ability to advocate effectively for increased state expenditures for high-quality and high demand programs, and for funds to improve essential programs that need to be upgraded. It increases the Board's understanding of the degree programs offered in the state, which form the basis for policy decisions and recommendations on institutional budgets. Program Review also helps identify struggling or duplicative programs that may require further study and action by the institution and the Board.

Three-Step Process

The Board currently uses a three-step degree program approval and review process known as "program planning, approval, and review."

- **Program Planning.** On a two-year cycle, the Board reviews each public baccalaureate institution's plan for degree programs proposed to be offered over the next two years. The Board takes one of three actions on these plans. It either (1) grants permission to the institution to develop a proposal for the new degree program, (2) returns the program to the institution for further work, or (3) disapproves the program.
- **Approval.** At least three months prior to the anticipated start date of the program, the Board considers the institutions proposal for the program and either grants approval, conditional approval, or disapproval. Every new degree proposal is reviewed by the other public baccalaureate institutions and expert external reviewers, and their responses have a significant impact on the HECB staff's evaluation.
- **Review.** On a two-year cycle, the Board also considers each institution's enrollment data and report summarizing its review of existing degree programs. If a program is struggling with low enrollment, low graduation rates, or poor quality, the Board may recommend that it be modified or eliminated.

KEY POINTS IN THIS PROGRAM PLANNING CYCLE

In keeping with the Higher Education Coordinating Board's *Guidelines for Program Planning, Approval, and Review*, this combined report includes recommendations on the following:

- *2002-2004 Program Plan*
- *2001 Enrollments in Recently Approved New Degree Programs*
- *2000-2001 Program Reviews*

At this time, the Board is requested to take action on this combined report, which will be used in the evaluation of institutional budget requests, and ongoing accountability and assessment initiatives of the Board and the institutions.

As presented in the table on the following page, during 2002-2004 the institutions propose to initiate 38 new programs at their respective campuses, off campus sites, or via distance learning technologies. Based on the information provided, 33 are recommended for permission to develop proposal status. The remaining 5 are recommended for return to the institutions for further development. The UW, WSU, CWU, and WWU report sunsetting 58 programs that had previously been granted permission to develop proposal status by the HECB. Five institutions, excluding TESC, report terminating 24 programs during 2000-20001.

2002-2004 PROGRAM PLAN SUMMARY			
Institution	Programs	Permission to Develop Proposal	Returned for Further Development
UW	24	19	5
WSU	7	7	0
CWU	5	5	0
EWU	0	0	0
TESC	0	0	0
WWU	2	2	0
TOTAL	38	33	5

This two-year program plan supports HECB policies and goals in a number of ways:

- Two institutions will partner with community colleges in offering applied science/technology programs;
- All of the institutions intend to use technology in the delivery of their programs;
- Several proposed programs would meet the escalating needs for highly trained people in health, engineering, and technology fields; and
- The majority of programs are at the graduate level, and would provide greater opportunities for the participation of Washington citizens in graduate studies.

RECENTLY APPROVED NEW DEGREE PROGRAMS

HECB staff reviewed enrollment data for degree programs approved by the Board during the last five years and for branch campus programs. Programs initiated in fall 1996 or earlier were expected to have achieved full enrollment by fall 2001. During the last two years, institutions have added 31 new programs and extended 41 existing programs to new locations or distance learning technologies for delivery. Of the 54 programs started in fall 1996 or earlier, only 11 have met full enrollment targets; several of them have been terminated or suspended.

EXISTING PROGRAM REVIEW

Each continuing program is reviewed on a cycle (e.g., every 5, 7, or 10 years) adopted by the institution. During the previous program planning cycle, all of the public baccalaureate institutions reviewed existing programs. During the 2000-2001 academic year, the UW, EWU, and WWU reviewed a total of 28 degree programs. No existing reviews were conducted by WSU, CWU, or TESC in this time period. WSU and CWU were revising their program review policies and practices. TESC reviewed all of its programs a couple of years ago as part of its accreditation re-affirmation. Generally, the reviews indicate steady graduation rate, and strong enrollment. The reviews also reveal the need to solidify the connection between assessment of student learning outcomes and program improvement. In addition, the reviews reflect a broad range of accomplishments, including significant student awards, employer satisfaction with graduates performance on the job, and numerous community service projects conducted by faculty and students.

RECOMMENDATIONS

Program Plan

1. The Board grants permission to develop proposal status or returns programs to the institutions for further development, as outlined in Appendix A of this report.
2. The Board grants permission to develop proposal status to the Doctor of Audiology proposed by the University of Washington with the proviso that final action shall be held until the Board has reviewed and approved a state plan that is developed collaboratively by the state's four programs at UW, WSU, EWU, and WWU. The plan should address changes needed by all programs, upgrading existing audiologists, program costs, and employment opportunities.

Recently Approved New Degree Programs

In keeping with the state's accountability initiatives and the Board's existing program review standards, the Board requests the institutions to (a) review their degree programs initiated in fall 1996 or earlier that had not met full enrollment targets by fall 2001; and (b) report to the Board staff by September 31, 2002 strategies to address enrollment gaps: adjustments of enrollment targets, program revisions, or eliminations.

Existing Program Review

1. In keeping with the Board's existing program review standards, the Board requests the institutions to include the following data elements in each program review it conducts: (a) number of majors and degrees granted in the last three academic years; and (b) number of FTE faculty and graduate assistants who teach in the department.
2. In light of the state's commitment to and investment in accountability initiatives and student learning outcomes assessment, the Board requests that each public four-year institution incorporate this evaluation in each program review it conducts.

REPORT ON INSTITUTIONAL DEGREE PROGRAMS: Two-year Plans, Recently Approved Programs, and Program Review

March 2002

INTRODUCTION

HECB Statutory Authority

State law directs the HECB to approve new degree programs to be offered by the public four-year colleges and universities. RCW 28B.80.340 specifies the Board shall:

1. Approve the creation of any new degree programs at the four-year institutions;
2. Review, evaluate, and make recommendations for the modification, consolidation, initiation, or elimination of on-campus programs at the four-year institutions; and
3. Review and evaluate and approve, modify, consolidate, initiate, or eliminate off-campus programs at the four-year institutions.

Policy Principles

The HECB's degree program approval and review process, as outlined in the Board's *Guidelines for Program Planning, Approval, and Review* is designed to support the following policy objectives:

1. Ensure that programs offered by the public four-year institutions meet state need, are free from unnecessary duplication, and are appropriate in terms of cost and diversity;
2. Foster high-quality, innovative programs that enable students to complete their studies in a reasonable amount of time;
3. Support the unique role and mission of the individual institutions;
4. Respond effectively to the state's economic, employer, and social needs; and
5. Recognize that institutional governing boards are accountable to the state and to the public to:
 - a) develop degree programs and assess the academic quality of the curriculum;
 - b) evaluate the capacity of the institution to offer programs efficiently; and
 - c) make the wisest use of resources.

State Benefits

The degree program approval and review process contributes to the well-being of the state, its citizens, its institutions, and its students.

- **Systemwide Coordination.** The Program Plan provides an overall picture of the types of programs the institutions are planning to develop over the longer term. This helps the Board assess how well state needs are being addressed. It also provides opportunities for institutions to develop collaborative and complementary programs.

- **Enhanced Program Quality.** Review of the Program Proposal by expert reviewers, other Washington institutions, and HECB staff leads to enhancements in both the proposal and program itself. Through its requirements for the Program Proposal (e.g., documentation of need, diversity and assessment plans, budgets, use of technology, student learning outcomes assessment), the Board emphasizes its priorities to the institutions and ensures that new programs are responsive to specific issues of importance to the Board and the state.
- **Effective Implementation of Public Policy.** Program Review information contributes to the Board's ability to advocate effectively for increased state expenditures for high-quality and high demand programs, and for funds to improve essential programs that need to be upgraded. It increases the Board's understanding of the degree programs offered in the state, which form the basis for policy decisions and recommendations on institutional budgets. Program Review also helps identify struggling or duplicative programs that may require further study and action by the institution and the Board.

Process for New Degree Programs

The Board requires new degree programs at the public four-year institutions to undergo a three-stage process:

1. **Program Plan:** At the early stage of program planning, the institution includes basic information on program location, need, enrollments, funding, and delivery in its program plan. These plans are submitted for Board review every two years in January. They also are reviewed by the public and independent institutions.

Based on the basic information, the Board makes one of three recommendations:

- a) Grant **permission** status, which indicates that the institution may develop a program proposal for Board consideration;
- b) **Return** program to the institution for further development; or
- c) **Disapprove** the development of the proposed program (the program may be redundant, demonstrate no demand, or conflict with Board policy on degree programs).

Changes to the Program Plan are made every two years. In extraordinary cases, the HECB Executive Director may grant exceptions to the program planning process.

2. **Program Proposal:** This second, more detailed review of proposed programs is called the "program approval" stage, and focuses on issues of Board priority: (a) detailed justification and need for program, (b) assessment and diversity plans, cost-effective use of resources, (c) uses of technology in program delivery, and d) well articulated two-plus-two programs. Program proposals are submitted for Board review at least three months prior to the program's start date. However, actual "turn-around" for complete program proposals averages one to two months. In the event that a program requires immediate approval, the HECB executive director may waive the full program review process.

3. **Program Review:** This third stage includes two on-going reviews, which are reported to the Board every two years in January:
- a) Monitoring fall enrollments in branch campus programs and programs recently approved by the Board to determine whether the programs have met enrollment goals; and
 - b) Program reviews conducted by the institutions on a 5-10 year cycle, to determine whether programs have met enrollment goals, have achieved desirable graduation rates, and have met other goals.

Based on the outcomes of these reviews, the Board may initiate further review.

Process for Existing Degree Programs

Institutions submit a Notification of Intent (NOI) for an existing program to be offered at a branch campus, a new off-campus location, or via distance learning at least 45 days prior to the proposed start date of the program. HECB staff posts the NOI on its Web site and notifies the other public institutions. The other institutions and HECB staff have 30 days to review and comment on the NOI. If no objections are raised, the HECB executive director approves the extension of the existing degree program. If there is controversy, the HECB employs its dispute resolution process.

2002 – 2004 PROGRAM PLAN

In keeping with the Higher Education Coordinating Board's new *Guidelines for Program Planning, Approval, and Review*, this agenda item presents a combined report on the following:

- *2002-2004 Program Plan*
- *2001 Enrollments in Recently Approved New Degree Programs*
- *2000-2001 Existing Program Reviews*

At this time the Board is requested to take action on this combined report, which will be used in the evaluation of upcoming institutional budget requests and on-going accountability and assessment initiatives of the Board and the institutions.

Key Points

Review of Program Plans: This program planning cycle is the eighth since the Board requested institutions to submit program plans for Board review. Each new program proposed to start in 2002-2004 is briefly described and will be considered by the Board for permission to develop proposal status, disapproval, or returned to the institution for further development.

Prior Board Program Approval Actions: In March 2000, the Board granted permission to develop program status for the initiation or extension of 142 degree programs; most existing programs proposed for delivery at a new site or via distance learning technologies. Since that meeting, the Board has approved 31 new degree programs and 29 extended existing degree programs. In January 2001, the Board adopted a streamlined process for approving the extension of existing programs to new locations or distance technology delivery. In accordance with this new process, in 2001 the Board's executive director granted approval for the extension of 13 such programs; five in education, three in technology related fields, and the remainder in a variety of disciplines. In sum, since March 2000, the public baccalaureate institutions have gained Board approval to offer 73 additional degree programs.

Proposed Program Plans: During 2002-2004, the public baccalaureate institutions propose to initiate 38 new degree programs at their respective campuses, off campus sites, or via distance learning technologies. Based on the information provided, 33 are recommended for permission to develop proposal status and 5 are recommended for return to the institutions for further development. Appendix A presents a program inventory and recommendation for each program. Appendix B provides a description and staff evaluation of each program.

2002-2004 PROGRAM PLAN SUMMARY			
Institution	Programs	Permission to Develop Proposal	Returned for Further Development
UW	24	19	5
WSU	7	0	0
CWU	5	5	0
EWU	0	0	0
TESC	0	0	0
WWU	2	2	2
TOTAL	38	33	5

Pre-approved Programs Sunset: The UW, WSU, CWU, and WWU reported sunsetting 58 pre-approved programs that had been granted permission to develop proposal status by the Board. Appendix C displays these programs.

Program Eliminations: Five institutions reported terminating a total of 24 programs: one at UW, one at WSU, seven at CWU, eleven at EWU, and four at WWU. TESC reported no program terminations. Appendix D provides an inventory of 2000-20001 program eliminations.

Program Plan Review Process and Analysis

Process: The HECB received institutional program plans in January 2002. In February, staff forwarded copies of the plans to the public and independent four-year institutions and the State Board for Community and Technical Colleges for review and comment. Comments on the plans have been received from Gonzaga University, and these have been incorporated into the document on file at the HECB agency.

Analysis: Staff evaluation of each degree program focused on several major areas of analysis:

- Program duplication
- Need for program
- Uses of technology
- Multi-institutional, collaborative degree offerings
- Statewide program delivery

Each of these areas is emphasized in the Board's *Program Guidelines and 2000 Master Plan*. Based on this analysis, it is evident that the 2002-2004 program plan supports the Board's policies in numerous ways:

- Two institutions will partner with community colleges to offer applied science/technology programs;
- All of the institutions intend to use technology to deliver their programs;
- UW and WSU are proposing to offer programs exclusively via distance learning technologies;
- Several proposed programs will meet the escalating demand for highly trained people in health, engineering, and technology related fields; and
- The additional programs will provide greater opportunities for the participation of Washington citizens in upper-division and graduate-level studies.

This program plan also calls for the development of a collaborative programmatic state plan, as described below.

State Plan for Doctor of Audiology. The American Speech and Hearing association (ASHA) is phasing out certification of audiologists at the master's level and intends to require a doctorate level degree. In the 1996 Program Plan, WSU requested pre-approval status for the Doctor of Audiology for WSU-Spokane. At that time, the HECB requested further study. In the 1997 Program Plan, the HECB recommended granting pre-approval status for WSU's proposed program, but holding final action until the board has reviewed and approved a state plan developed collaboratively by the state's four programs (UW, WSU, EWU, and WWU). In the 2002 Program Plan, the UW requests permission to develop proposal status for a Doctor of Audiology. The Board re-affirms its position for a state plan prior to considering a proposal for a Doctor of Audiology.

RECENTLY APPROVED NEW DEGREE PROGRAMS

Enrollment data have been collected to monitor fall 2001 enrollments in new degree programs approved by the Board during the last five years. The data also include 2001 enrollments in all branch campus degree programs, regardless of approval date. Actual enrollments are compared to the initial and full enrollment levels projected by each institution. Programs initiated in fall 1996 or earlier are expected to have achieved full enrollment by fall 2001.

Appendix E provides program and enrollment data and the following picture of new program activity by public four-year institutions in Washington State.

- 60 new or extended existing programs have been added in the last two years.
- Fairly equal numbers of new and extended existing degree programs have been added in the last two years.
- The UW's major effort is initiating new programs at its main campus while the remaining institutions' efforts, with the exception of Evergreen, are extending their existing programs to off-campus locations.
- There are multiple reasons for adding degree programs. At WSU, EWU, and CWU the most prevalent reason was to increase enrollments. At the UW, the major reason was to respond to high demand areas.
- Across all of the institutions, the degree program offerings are fairly evenly distributed at the undergraduate and graduate levels.
- WSU and EWU have added more undergraduate programs while CWU and TESC have added more graduate programs.
- The most popular fields of study are in health, computer science, information technology, engineering, and education.
- The majority of degree programs approved in fall 1996 or earlier had not met full enrollment targets by fall 2001.

2000-2002 New or Existing Program Additions

Institution	Main Campus	Branch Campus	Off-Campus	Distance Technology	Total Programs
UW	15	8	3	3	29
WSU	0	2	6	1	9
CWU	3	0	4	1	8
EWU	3	0	7	0	10
TESC	2	0	0	0	2
WWU	0	0	2	0	2
Total	23	10	22	5	60

Note: Existing programs are shaded.

The increased program activity of Washington's public four-year institutions reflects most growth on the UW main campus and the extension of existing programs to off-campus locations.

There may be cause for concern regarding those programs that have not met their full enrollment targets. They are presented in Appendix E. However, it should be noted that many of these programs are experiencing healthy enrollment levels, even though they do not meet the projected full enrollment targets. In those instances where enrollment levels are not healthy, the institutions have reported that they will address this concern.

EXISTING PROGRAM REVIEW

Each institution is responsible for determining the appropriate process and schedule for program review. After the institutional program review has been completed, a program review summary is submitted to HECB staff for review. This summary includes the following information:

1. Degree program title
2. Year of last review
3. Documentation of continuing need
4. Assessment information relating to student learning outcomes and program effectiveness
5. Plans to improve the quality and productivity of the program
6. Data on number of majors and degrees granted in the last three academic years
7. Number of FTE faculty and graduate assistants who teach in the department

In the 2000-2002 Program Plan, all of the public baccalaureate institutions reported reviewing a total of 58 programs. During 2000-2001 the UW, EWU, and WWU reviewed 28 programs. No institutional program reviews were conducted by TESC, WSU and CWU. Evergreen had recently reviewed all of its programs as part of its accreditation re-affirmation. WSU and CWU suspended their reviews for 2000-2001 because the two universities were revising their program review policies and practices.

Appendix F provides an inventory of the institutional reviews. At the University of Washington and Western, generally, the reviews indicate steady enrollments and degrees granted. Several of the reviews submitted by Eastern Washington University did not include the HECB's standard data items and information relating to student learning outcomes and assessment.

The reviews at UW and WWU also reveal that the connection between assessment of student learning outcomes and program improvement is progressing. Several departments at the University of Washington and Western did a good job of incorporating student learning outcomes in reviewing areas of their curriculum. Several departments at the University of Washington also did an exemplary job in outlining their measures for evaluating student learning outcomes and plans to improve the quality and productivity of their programs.

In terms of assessment, the reviews demonstrate the institutions' commitment to make programmatic improvements based on revised policies and practices, and student feedback. For example, as of this writing, the Department of Art faculty at Western have assumed a more proactive role in advising individual students by launching a departmental advising page on-line.

Additionally, a survey of graduating chemistry majors at the University of Washington indicated that students were somewhat dissatisfied with their preparation in writing, speaking and critically analyzing information. Given this, the chemistry department made programmatic changes to address this concern.

In addition, the reviews provide opportunities for faculty and administrators to share major concerns and challenges relating to academic programs. At EWU one department's review noted that the departure of senior faculty would have a major impact on the quality of instruction. Another review cautioned that only two programs in the department have sufficient enrollment for cost effective instruction. At the University of Washington one department's review found that the educational environment in the department has significant deficiencies. Another review reported that the quantitative skills of students enrolled in undergraduate chemistry courses have declined considerably and a large fraction of students who come to the department cannot communicate effectively in writing.

Furthermore, the reviews serve as a platform for sharing accomplishments. Here are a few examples. Undergraduate oceanography majors at the University of Washington are encouraged and financially supported to present results of their senior thesis at regional and national scientific meetings. In both of the last two years a student from the School received the award for the best paper by an undergraduate. Employers are very satisfied with the academic preparation of graduates from Eastern's technology programs. Finally, geology faculty and majors at Western are involved in several local projects that directly benefit the community and the environment. Many of the graduate students in the department receive numerous outside grants.

RECOMMENDATIONS

Program Plan

1. The Board grants permission to develop proposal status or returns programs to the institutions for further development, as outlined in Appendix A of this report.
2. The Board grants permission to develop proposal status to the Doctor of Audiology proposed by the University of Washington with the proviso that the final action shall be held until the Board has reviewed and approved a state plan that is developed collaboratively by the state's four programs at UW, WSU, EWU, and WWU. The plan should address changes needed by all programs, upgrading existing audiologists, program costs, and employment opportunities.

Recently Approved New Degree Programs

In keeping with the state's accountability initiatives and the Board's existing program review standards, the Board requests the institutions to: (a) review their degree programs initiated in fall 1996 or earlier that did not meet full enrollment targets by fall 2001; and (b) report to the Board by September 31, 2002 strategies to address enrollment gaps: adjustments of enrollment targets, program revisions, or elimination.

Existing Program Review

1. In keeping with the Board's existing program review standards, the Board requests the institutions to include the following data elements in each program review it conducts: (a) number of majors and degrees granted in the last three academic years; and (b) number of FTE faculty and graduate assistants who teach in the department.
2. In light of the state's commitment to and investment in student learning outcomes assessment, the Board requests that each public four-year institution incorporate this evaluation in each program review it conducts.

APPENDICES

Appendix A	Program Recommendations
Appendix B	Program Plan Details
Appendix C	Pre-approved Programs Sunset
Appendix D	Program Eliminations
Appendix E	Program and Enrollment Data
Appendix F	Existing Program Reviews

RESOLUTION NO. 02-08

WHEREAS, The Higher Education Coordinating Board adopted the Guidelines for Program Planning, Approval, and Review in September 1992; and

WHEREAS, The Guidelines requested the public four-year institutions to submit to the Board information on new degree programs presently being considered for development and/or existing programs considered for a new location; and

WHEREAS, The Guidelines requested information on enrollments in recently approved new degree programs and all branch campus programs; and

WHEREAS, The Guidelines requested information on the most recent institutional existing program reviews; and

WHEREAS, The Guidelines requested information on programs that institutions have reviewed for elimination; and

WHEREAS, All six of the public four-year institutions have submitted information on all of the above items; and

WHEREAS, The independent four-year institutions, other education agencies, and the public four-year institutions have had an opportunity to review these program plans and comment upon them;

THEREFORE, BE IT RESOLVED That the Board approves the staff report and recommendations included in the March 27, 2002 document entitled: *Report on Institutional Program Plans, Recently Approved Programs, and Program Review*.

Adopted:

March 27, 2002

Attest:

Bob Craves, Chair

Pat Stanford, Secretary

Program Recommendations

NOTE: During the 2002-2004 program planning cycle, Eastern Washington University and The Evergreen State College are proposing no new degree programs.

Inst.	Location	Degree Program	Permission	Dis- Approve	Returned	Appendix Page
UW	Bothell	BA MATH	X			B – 1
UW	Distance	MS Construction Engineering	X			B – 1
UW	Seattle	BS Anthropology	X			B – 2
UW	Seattle	BS Environmental Science	X			B – 2
UW	Seattle	BS Sociology	X			B – 3
UW	Seattle	MA American Ethnic Studies	X			B – 3
UW	Seattle	MA Real Estate & Urban Development	X			B – 4
UW	Seattle	MFA American Indian Studies	X			B – 4
UW	Seattle	MPH	X			B – 5
UW	Seattle	MS Bioinformatics	X		X	B – 5
UW	Seattle	MS Computational Finance	X			B – 5
UW	Seattle	MS Construction Mgt & Civil Engineering			X	B – 6
UW	Seattle	MS Construction Mgt & Elec. Engineering			X	B – 6
UW	Seattle	MS Construction Mgt & Mechanical Eng.			X	B – 6
UW	Seattle	MS Engineering Telecommunications	X			B – 7
UW	Seattle	D Audiology	X			B – 7
UW	Seattle	D Physical Therapy	X			B – 8
UW	Seattle	PhD American Ethnic Studies	X			B – 8
UW	Seattle	PhD Architecture & Urban Planning	X			B – 9
UW	Seattle	PhD Bioinformatics			X	B – 9
UW	Seattle	PhD Computational Molecular Biology	X			B – 9
UW	Seattle	PhD Earth & Space Sciences	X			B – 10
UW	Seattle	PhD Rehabilitation Science	X			B – 10
UW	Tacoma	BA Applied Technology	X			B – 11
WSU	Pullman	BS Bioengineering	X			B – 12
WSU	Pullman	BS Biotechnology	X			B – 13
WSU	Pullman	MA Philosophy	X			B – 14
WSU	Pullman	MS Biotechnology	X			B – 15
WSU	Distance	M Disaster Management	X			B – 16
WSU	System- wide	MA/MS Interdisciplinary Studies	X			B - 16
CWU	Ellensburg	BA Educational Interpreter/American Sign Language	X			B – 17
CWU	Ellensburg	BA Film and Video Studies	X			B – 17
CWU	Ellensburg, SeaTac, Lynnwood	BS Applied Science	X			B – 18
CWU	Ellensburg	M Education – Inclusive Teaching Strategies	X			B – 18
CWU	Ellensburg	MS Primate Behavior and Ecology				B – 19
WWU	Bellingham	MBA/MS Environmental Management	X			B – 20

University of Washington

Degree Title: BA in Math

Location: Bothell

CIP Code Minor: 0101

CIP Code Major: 27

Start Date: Fall 2003

Enrollment: First Year: 45 FTE, headcount 65 At Full Enrollment: 90 FTE, headcount 130

Statement of Need:

UWB's Regional Needs Assessment indicates a strong need for and interest in higher education in mathematics. Given the public and private sector organizations and the growth areas of the region that UWB students currently join as professionals, the option of a degree in applied aspects of mathematics seems most appropriate. This new degree would be a cross-programmatic initiative, building on the strengths of the faculty and the needs of students in all of our current degree programs (Liberal Studies, Computing and Software Systems, Nursing, Education, and Business Administration). It would also link to the newly created Quantitative Skills Center at UWB which in being established as a parallel organization to our Writing Center. In addition to offering a degree in applied mathematics, this new program would be able to supply support courses for other fields--and vice versa--while helping UWB to achieve its goal of quantitative literacy across the curriculum.

Funding Source: State support
Delivery Mechanism: Onsite
Evaluation: Responds to needs in the region.
Recommendation: Grant permission to develop proposal.

Degree Title: MS in Construction Engineering

Location: Distance (Seattle)

CIP Code Minor: 3301

CIP Code Major: 14

Start Date: Fall 2003

Enrollment: First Year: 10 FTE, headcount 20 At Full Enrollment: 30 FTE, headcount 50

Statement of Need:

Intended for practicing engineers in the heavy construction industry, this degree program will help them develop and enhance their professional expertise. "Heavy construction" embraces infrastructure efforts such as roads, bridges, and airports rather than "vertical construction" of commercial building and personal dwellings. Several years ago, a market survey for the Evening master's degree in Construction Management uncovered a regional need for a flexible master's degree program in Construction Engineering. Noticing this, Educational Outreach performed a more targeted research survey, which also indicated a large regional and state need for such a degree. The proposed program will take a multi-disciplinary approach to the heavy construction industry, encompassing both engineering and management skills required for success in the new century. This approach will make it a unique program, as will its online, modular format. In particular, the online format will be important to serve these widely-dispersed professionals (typically employed by such organizations as the Army Corp of Engineers) who will be interested in it. Ultimately, the online format will allow the degree to be internationalized, so that participants in countries such as China and India can take advantage of this University of Washington program.

Funding Source: Self and external support
Delivery Mechanism: Distance
Evaluation: Addresses state and international marketplace needs.
Recommendation: Grant permission to develop proposal.

University of Washington

Degree Title: BS in Anthropology

Location: Seattle CIP Code Minor: 0201 CIP Code Major: 45
Start Date: Fall 2003
Enrollment: First Year: 20 FTE, headcount 30 At Full Enrollment: 75 FTE, headcount 100

Statement of Need:

The Department of Anthropology, noting the success of the recently approved Bachelor of Science in Economics, proposes to develop its own Bachelor of Science degree program in Anthropology. The primary difference between the BS and the BA will be that students are required to take more classes in quantitative science and research methods. We are finding that students who wish to pursue anthropology further, either in graduate school or in the field, benefit greatly from both this kind of training. Also, we are noticing that students benefit from having a Bachelor of Science, rather than a Bachelor of Arts, when it comes to applying for graduate school. The majority of students will still pursue a liberal arts BA with a major in Anthropology, but the BS will allow those students set on pursuing anthropology as career a more appropriate degree. Also, creating a more quantitative degree is in line with the overall initiative to incorporate undergraduates in research.

It should be noted also that the Department of Anthropology is taking part in a larger initiative by the Division of Social Sciences at the UW to create gateway classes that allow students to be exposed to the various forms that social science study takes. These classes will provide students a broader menu of academic possibilities than the typical entry class into the social sciences, which is typically a large introductory lecture class in Psychology, Sociology, Anthropology, etc. This initiative will allow students to explore the various disciplines more quickly at the outset, thereby allowing them to focus sooner.

Funding Source: State support
Delivery Mechanism: Onsite
Evaluation: Provides excellent preparation for careers in the field and graduate school.
Recommendation: Grant permission to develop proposal.

Degree Title: BS in Environmental Science

Location: Seattle CIP Code Minor: 0104 CIP Code Major: 03
Start Date: Fall 2003
Enrollment: First Year: 25 FTE, headcount 40 At Full Enrollment: 50 FTE, headcount 60

Statement of Need:

Currently, UW Bothell and UW Tacoma both offer a Bachelor of Science in Environmental Science, while the UW Seattle offers a BA in Environmental Studies. The original decision to offer a degree program in Environmental Studies on the main campus was influenced by the complexity of the possible degree program (due to the range of offerings that fit under the rubric of Environmental Science on the main campus of the UW), and the need to develop an administrative framework for such a complex interdisciplinary program. The complexity itself is a reflection of how many current programs at the UW already touch upon Environmental Science, our desire to take full advantage of the university's resources, and the explicit goal of making the new degree complementary to and not competitive with existing ones. Many discussions have been held concerning mechanisms through which these goals might best be met.

The B.A. in Environmental Studies has effectively demonstrated a demand for a more science-based and quantitative program at the University of Washington. For example, a high percentage of Environmental Studies majors take a second degree in one of the natural sciences. Therefore, we think the time is appropriate to develop a Bachelor of Science in Environmental Science for the main campus, possibly linked in a carefully designed way to articulate with a master's degree program in Environmental Science, or with several other existing graduate degrees. We also think it appropriate because Environmental Science has become a necessary part of any major research university's curriculum. Society demands science-based ways of knowing the environment and the complex problems associated with it, but the science must cross the boundaries defined by traditional departments and also be seen as part of a decision-making process in which many other disciplines, such as economics and policy, are involved. As a field driven by social need, and also inspired by our desire for interdisciplinary knowledge, Environmental Science is an essential program for the 21st century. Its very breadth makes it desirable to consider defined links between the undergraduate degree and appropriate work at the graduate level. Finally, in the coming years, the University of Washington will be mustering many of its varied resources towards the study of the environment. Implementing a program in Environmental Science then becomes a

Funding Source: State support
Delivery Mechanism: Onsite
Evaluation: Addresses need for a science-based program.
Recommendation: Grant permission to develop proposal.

University of Washington

Degree Title: BS in Sociology

Location: Seattle

CIP Code Minor: 1101

CIP Code Major: 45

Start Date: Fall 2003

Enrollment: First Year: 20 FTE, headcount 30 At Full Enrollment: 75 FTE, headcount 100

Statement of Need:

Like other social sciences, sociology as practiced in the academy and elsewhere is becoming an increasingly mathematized and quantitative field. While most of our students continue to want a liberal arts education with a major in sociology, a significant number of them want to pursue a degree that reflects this shift in the field. Essentially, the Bachelor of Science will require students to take more courses in quantitative analysis and research methods. Such training equips students better to pursue careers in applying sociology and also makes them stronger candidates for graduate school. Based on the experience of the Bachelor of Science in Economics, it is apparent that students desire such training. Finally, in requiring more classes in research, the BS fits in with the overall UW initiative to incorporate undergraduates in research.

It should be noted also that the Department of Anthropology is taking part in a larger initiative by the Division of Social Sciences at the UW to create gateway classes that allow students to be exposed to the various forms that social science study takes. These classes will provide students a broader menu of academic possibilities than the typical entry class into the social sciences, which is typically a large introductory lecture class in Psychology, Sociology, Anthropology, etc. This initiative will allow students to explore the various disciplines more quickly at the outset, thereby allowing them to focus sooner.

Funding Source: State support

Delivery Mechanism: Onsite

Evaluation: Provides sociology majors with an emphasis in quantitative analysis and research methods . . . a shift in the field of sociology.

Recommendation: Grant permission to develop proposal.

Degree Title: MA/PhD. in American Ethnic Studies

Location: Seattle

CIP Code Minor: 0299

CIP Code Major: 05

Start Date: Fall 2003

Enrollment: First Year: 5 FTE, headcount 15 At Full Enrollment: 15 FTE, headcount 15

Statement of Need:

The Department of American Ethnic Studies [AES] seeks to establish a graduate degree program (Master of Arts and Ph.D.) for the advanced study of issues pertaining to the ethnic and racial groups in the United States. The study and understanding of the various communities and cultures that are part of the diverse and multifaceted American experience is evident and necessary, as recent events have made thoroughly manifest. In addition, these endeavors are fully in line with the current and developing state-of-the-art academic and research directions in the country. Accordingly, grounded on the humanities and the social sciences, this graduate program will provide new scholars with interdisciplinary and transnational expertise in ethnic studies through the systematic study of race and ethnic relations. Students will receive training in social theory, research methods, and cross-disciplinary comparative research.

A limited number of graduate programs with course work on America's ethnic groups have recently become available in the nation. Yet, none exists in Washington. If approved, this will be the first degree-granting program of its kind in the state and in the region. The Pacific Northwest, with the UW as the leading research institution, is a fertile ground for interdisciplinary, interethnic, and international work. This region is a developing laboratory for regional, transnational, and rural-urban topical areas of research. Since it will offer students a unique experience and training in studying and understanding issues of diversity in American life, this program is clearly congruent with the stated mission and goals of the University of Washington. The M.A. program will offer students the training that is necessary to obtain professional work in areas such as cross-cultural education, human services, community development, legal and health services assistance, and social welfare. The Ph.D. program will prepare new scholars for careers in academia and research in the booming field of ethnic studies and in related disciplines.

Funding Source: State support

Delivery Mechanism: Onsite

Evaluation: The program supports diversity.

Recommendation: Grant permission to develop proposal.

University of Washington

Degree Title: MA in Real Estate and Urban Development

Location: Seattle CIP Code Minor: 1501 CIP Code Major: 52
Start Date: Fall 2004
Enrollment: First Year: 10 FTE, headcount 10 At Full Enrollment: 30 FTE, headcount 30

Statement of Need:

Despite the importance of quality of life issues related to the built environment and the importance of the commercial real estate industry to the economy of central Puget Sound, the University of Washington does not offer a comprehensive real estate studies program--unlike most urban universities. Recognizing this need, and responding to community support for such a program of study, the College of Architecture and Urban Planning proposes to undertake a comprehensive, multi-disciplinary approach to real estate education and research through the College's Department of Urban Design and Planning. This program will be based, in part, on direct ties to the Schools of Business and Law, the Evans School of Public Affairs, and the Department of Geography. The goal of real estate education will be to synthesize knowledge and skills from related fields of marketing, urban policy, and finance to enlarge the role of the UW in reducing social conflicts that are on the narrow views of existing individual professions.

Funding Source: Self, State and external
Delivery Mechanism: Onsite
Evaluation: Bridges the needs of caring for the environment and supporting the commercial real estate industry.
Recommendation: Grant permission to develop proposal.

Degree Title: MFA in American Indian Studies

Location: Seattle CIP Code Minor: 0202 CIP Code Major: 05
Start Date: Fall 2003
Enrollment: First Year: 3 FTE, headcount 9 At Full Enrollment: 3 FTE, headcount 9

Statement of Need:

The vast majority of documentaries about Native Peoples of the Americas center upon the brief period known as the "Indian wars", date upon contemporary social problems, or reinforce new age stereotypes about them. Media institutions and mainstream producers only rarely represent Native experience as a part of everyday life, so consequently the stories that are told often render their experience as exotic and "other" to American life. The Native Voices MFA program will offer students an opportunity to create more realistic portrayals of the history and contemporaneity of Native Peoples. This unique program will couple historical and sociological training in American Indian Studies alongside professional training in documentary film production. Already, there are documentary film programs that focus upon science filmmaking, while industrial filmmaking has long been a subfield. Conjoining the study of Native Peoples with the study of film practice extends this tradition of subject-centered documentary film education. The degree dovetails particularly with society's growing interest in historical film, exemplified by Ken Burns and the success of the History Channel, and the interest in native experience, exemplified by the interest in the work of Sherman Alexie in poetry, fiction, and film. The degree will allow for a great deal of flexibility, since the field of American Indian Studies embraces such diverse fields as communications, history, environmental sciences, and law, while the emphasis on training in professional production will provide a necessary anchor and conduit for student interests.

The Native Voices program already has an infrastructure. Faculty in the program have a production company that is active in making documentaries about Native Peoples; their company and industry connections will provide excellent opportunities for students in the program. A much less intensive version of the program exists as a track within the Master of Communications degree, which has allowed faculty to determine demand for such a degree. The decision to develop the MFA came about because the MC is a two-year program, while most film MFAs are three-year programs. The MFA is also a much more desirable degree than the MC, both in industry and academia. As a terminal degree, it will enable students to compete for academic positions, as an MA would not. Finally, many, though not all, of the students interested in this degree will be Native, which coincides the state's and the university's interest in educating students from underrepresented minorities.

Funding Source: State support
Delivery Mechanism: Onsite
Evaluation: Targets Native Americans.
Recommendation: Grant permission to develop proposal.

University of Washington

Degree Title: MPH in Community Oriented Public Health Practice
Location: Seattle CIP Code Minor: 9999 CIP Code Major: 51
Start Date: Fall 2003
Enrollment: First Year: 15 FTE, headcount 15 At Full Enrollment: 25 FTE, headcount 25

Statement of Need:

The Master of Public Health in Community Oriented Public Health Practice is a program that has grown out of internal changes within the profession and external demands of the public. We have learned from our applicants over the last ten years that there is a demand for us to educate students who can work effectively in community and public health practice settings, rather than strictly academic ones. To quote from the 1999 report on "Demonstrating Excellence in Academic Public Health Practice", "The new environment for public health requires that scholarship be redefined to include practice-based research, teaching and service." To do this, the Program in Community -Oriented Public Health Practice will teach the same basic competencies as in other MPH Programs, but will also adopt innovative pedagogical methods and create partnerships that will allow students to apply their public health training in community settings. The overall concept is to create a holistic and applied MPH using case-based learning techniques, collaborative teaching, and community partnerships. This MPH will also be relatively unique in accepting highly qualified students with bachelor's degree and limited experience, in addition to more traditional students with professional training and/or clinical experience. Our emphasis will be on students who intend to pursue careers in community and public health practice. As a side benefit, the program, in addition to being a worthy addition to the SPHCM curriculum, will no doubt create professionals who will be welcome additions to Washington State's public health community.

Funding Source: State support
Delivery Mechanism: Onsite
Evaluation: Model program for practitioners in community settings.
Recommendation: Grant permission to develop proposal.

Degree Title: MS in Bioinformatics
Location: Seattle CIP Code Minor: 1103 CIP Code Major: 26
Start Date: Fall 2004
Enrollment: First Year: 7 FTE, headcount 7 At Full Enrollment: 20 FTE, headcount 20

Statement of Need:

As the field of Biomedical and Health Informatics develops, the demand for specialization is expected to increase. We project that this sub-field will become sufficiently developed that the industry will be looking for staff and researchers with very specific backgrounds and depth in bioinformatics.

Funding Source: State support
Delivery Mechanism: Onsite
Evaluation: Need not well documented.
Recommendation: Return the program to the institution for further development.

Degree Title: MS in Computational Finance
Location: Seattle CIP Code Minor: 0603 CIP Code Major: 45
Start Date: Fall 2003
Enrollment: First Year: 20 FTE, headcount 30 At Full Enrollment: 40 FTE, headcount 50

Statement of Need:

The needs of the modern finance industry demand a broad interdisciplinary and highly computationally oriented approach to educating the next generation of financial researchers, analysts, and information technology professionals. Our proposal addresses this need by creating a Computational Finance program that leverages existing faculty teaching and research interests in participating departments across three colleges. The program will be supported by the participation of one or more faculty members from each of the following departments: Economics, Statistics, Finance, Mathematics, Electrical Engineering, Computer Science, and Information Systems. By its nature, the program will facilitate cross-departmental research in Computational Finance. Programs in Computational Finance already exist at such institutions at Stanford and NYU. Our program will be less expensive than many of these programs and it will be relatively unique in lasting two years rather one, thereby more thorough and reflective training. We will also be seeking support from corporations in and around the Northwest who will be interested in the skills of our students.

Funding Source: Self and State support
Delivery Mechanism: Onsite
Evaluation: Strong interdisciplinary components.
Recommendation: Grant permission to develop proposal.

University of Washington

Degree Title: MS in Construction Management & Civil Engineering

Location: Seattle CIP Code Minor: 0101 CIP Code Major: 15
Start Date: Fall 2003
Enrollment: First Year: 5 FTE, headcount 10 At Full Enrollment: 10 FTE, headcount 20

Statement of Need:

Construction industry needs for graduates with dual expertise in construction management and civil engineering. Reduction of construction management in civil engineering program.

Funding Source: Self support
Delivery Mechanism: Onsite
Evaluation: Need not well documented.
Recommendation: Return the program to the institution for further development.

Degree Title: MS in Construction Management & Electrical Engineering

Location: Seattle CIP Code Minor: 0101 CIP Code Major: 15
Start Date: Fall 2003
Enrollment: First Year: 5 FTE, headcount 10 At Full Enrollment: 10 FTE, headcount 20

Statement of Need:

Construction industry needs for graduates with dual expertise and education.

Funding Source: Self support
Delivery Mechanism: Onsite
Evaluation: Need not well documented.
Recommendation: Return the program to the institution for further development.

Degree Title: MS in Construction Management-Mechanical Engineering

Location: Seattle CIP Code Minor: 0101 CIP Code Major: 15
Start Date: Fall 2003
Enrollment: First Year: 5 FTE, headcount 10 At Full Enrollment: 10 FTE, headcount 20

Statement of Need:

Construction industry needs for graduates with dual expertise in construction management and mechanical engineering.

Funding Source: Self support
Delivery Mechanism: Onsite
Evaluation: Need not well documented.
Recommendation: Return the program to the institution for further development.

Degree Title: MS in Engineering (Telecommunications)

Location: Seattle CIP Code Minor: 1001 CIP Code Major: 14
Start Date: Fall 2004
Enrollment: First Year: 10 FTE, headcount 10 At Full Enrollment: 20 FTE, headcount 20

Statement of Need:

Wireless communications is becoming an increasingly important part of the larger information system of this country and the world. Typically, those who help engineer these systems are trained within Electrical Engineering programs. However, given the increasing importance of this specialization, we propose to offer a Telecommunications MS through our EDGE Engineering program (a collaborative venture of the College of Engineering and Educational Outreach). We wish to house this degree in UWEO and offer much of it online for two reasons. First of all, at this time, this degree is one that practicing engineers will seek out as they realize that their work requires the speciality. The format then will be geared to that audience rather than a typical residential audience. Second of all, since wireless communications knows few boundaries, this will be a degree that will be sought out across the country and internationally. It will thus fill a growing social need, but also complement the growing engineering programs that make up EDGE.

Funding Source: Self and State support
Delivery Mechanism: Combination
Evaluation: Responds to growing need for technology personnel.
Recommendation: Grant permission to develop proposal.

University of Washington

Degree Title: Doctor of Audiology (Aud.D.)

Location: Seattle

CIP Code Minor: 0203

CIP Code Major: 51

Start Date: Fall 2003

Enrollment: First Year: 10 FTE, headcount 10 At Full Enrollment: 30 FTE, headcount 30

Statement of Need:

The Department of Speech and Hearing Sciences proposes to initiate a professional doctoral degree program in Audiology. The rationale for this proposal is as follows:

1) The standard of practice in clinical audiology is the ASHA certificate of clinical competence in audiology (CCCA), awarded by the American Speech-Language-Hearing Association (ASHA). The current ASHA standards require a master's degree as the minimum qualification for the CCCA and, thus, entry into the profession. ASHA has established new certification standards which require a doctoral degree as part of the requirements for the CCCA. The new certification standards will compel graduate education programs currently granting master's degrees to expand both the depth and breadth of curricular offerings and to provide doctoral-level education. If these programs are to continue to be accredited in clinical audiology, they must meet the new standards, or they will cease to produce practitioners. These standards are to be "phased in" in such a way that by the year 2007 graduating students will have the credit hour requirements of the new standards, and by 2012 graduates must have a doctoral degree in hand to meet the new certification requirements. In order to fit this timeframe, we propose to begin a new doctoral training program, designed to meet these new certification requirements, by Autumn 2003.

2) The scope of practice for clinical audiologists has expanded over the past 20 years to a point where it now encompasses a wide range of clinical services delivered to patients across the lifespan. However, continued expansion in scope of practice, as well as demand for increasingly difficulty to provide sufficient curricular offerings and clinical practice within a 2-year master's degree program. For our program as well as others, these outside pressures have required a re-evaluation of the current entry-level master's degree program and the decision to expand a doctoral-level education program in Audiology.

The University of Washington Department of Speech and Hearing Science Program in Audiology is certainly equipped to make this transition. The department is ranked fourth in graduate education in the U.S. and is nationally recognized for its strong commitment to both doctoral and clinical education. The depth of faculty resources and commitment, equipment, state-of-the-art facilities, and close community interactions uniquely positions this program to offer the Doctor of Audiology degree. It has a commitment to excellence that is achieved through its outstanding undergraduate offerings, graduate offerings, research training, clinical education, and innovative instructional activities. The program attributes allow students to realize substantial clinical and scholarly growth during their studies. The program in Audiology has a rich tradition of graduate education in both clinical training and research development. Graduates are counted among the finest clinicians and researchers in the country, and many of them head university program as creative and productive leaders in our profession. Furthermore, the Department has large, long-standing Ph.D. program that provides depth of experience in doctoral education as well as extensive collaborative arrangements throughout the University and community. This experience will allow for a smooth transition to the proposed doctorate in clinical audiology.

Funding Source: State support

Delivery Mechanism: Onsite

Evaluation: Addresses the accrediting associations change to the Doctor of Audiology.

Recommendation: Grant permission to proceed with full proposal, but hold final action until the Board has reviewed and approved a state plan that is developed collaboratively by the state's four programs at UW, WSU, EWU, and WWU. The plan should address changes needed by all programs, upgrading existing audiologists, and program costs and employment opportunities.

University of Washington

Degree Title: Doctor of Physical Therapy (D.P.T.)

Location: Seattle CIP Code Minor: 2308 CIP Code Major: 51
Start Date: Fall 2004
Enrollment: First Year: 24 FTE, headcount 24 At Full Enrollment: 24 FTE, headcount 24

Statement of Need:

Nationally, nearly half of all accredited physical therapy training programs have either already made the transition to the DPT, are in the process of making the transition at this time, or have indicated their intent to make the transition within the next two to three years. Among PT programs in the Northwest, currently Pacific University has made the transition to the DPT, while Eastern Washington, Idaho State, and the University of Montana have announced their intention and are actively making the transition to the DPT. Only the University of Washington and the University of Puget Sound have not indicated their intention to make the transition. There are several reasons for making the transition to the DPT, including: 1) high-quality PT programs have greater scope, rigor, depth, and breadth of coursework and clinical experience; 2) the decision to make the transition is perceived throughout the profession to be in the best interests of tomorrow's practitioners; 3) at three years, the length of our MPT program is longer than most masters programs but about the same as similar clinical doctorate training programs, such as those in pharmacy and law; and 4) the program will be better positioned to successfully recruit the most qualified applicants in a highly competitive applicant marketplace.

Funding Source: State support
Delivery Mechanism: Onsite
Evaluation: Meets the advanced needs of the profession.
Recommendation: Grant permission to develop proposal.

Degree Title: MA/PhD. in American Ethnic Studies

Location: Seattle CIP Code Minor: 0299 CIP Code Major: 05
Start Date: Fall 2003
Enrollment: First Year: 5 FTE, headcount 15 At Full Enrollment: 15 FTE, headcount 15

Statement of Need:

The Department of American Ethnic Studies [AES] seeks to establish a graduate degree program (Master of Arts and Ph.D.) for the advanced study of issues pertaining to the ethnic and racial groups in the United States. The study and understanding of the various communities and cultures that are part of the diverse and multifaceted American experience is evident and necessary, as recent events have made thoroughly manifest. In addition, these endeavors are fully in line with the current and developing state of the art academic and research directions in the country. Accordingly, grounded on the humanities and the social sciences, this graduate program will provide new scholars with interdisciplinary and transnational expertise in ethnic studies through the systematic study of race and ethnic relations. Students will receive training in social theory, research methods, and cross-disciplinary comparative research.

A limited number of graduate programs with course work on America's ethnic groups have recently become available in the nation. Yet, none exists in Washington. If approved, this will be the first degree-granting program of its kind in the state and in the region. The Pacific Northwest, with the UW as the leading research institution, is a fertile ground for interdisciplinary, interethnic, and international work. This region is a developing laboratory for regional, transnational, and rural-urban topical areas of research. Since it will offer students a unique experience and training in studying and understanding issues of diversity in American life, this program is clearly congruent with the stated mission and goals of the University of Washington. The M.A. program will offer students the training that is necessary to obtain professional work in areas such as cross-cultural education, human services, community development, legal and health services assistance, and social welfare. The Ph.D. program will prepare new scholars for careers in academia and research in the booming field of ethnic studies and in related disciplines.

Funding Source: State support
Delivery Mechanism: Onsite
Evaluation: The program supports diversity.
Recommendation: Grant permission to develop proposal.

University of Washington

Degree Title: Ph.D. in Architecture & Urban Planning

Location: Seattle CIP Code Minor: 0201 CIP Code Major: 04
Start Date: Fall 2004
Enrollment: First Year: 3 FTE, headcount 3 At Full Enrollment: 15 FTE, headcount 15

Statement of Need:

The College of Architecture and Urban Planning proposes to develop a Ph.D. program. With over 30 faculty with Ph.D. degrees in our college, but no Ph.D. program, it is essential to our research program, both for graduate students and faculty, to develop such a program. On the other hand, it makes little sense for each of our departments to develop a degree, since interdisciplinary work is virtually second nature in our college. The Ph.D. program that we propose to develop will be college-wide, with a common core of courses and specific tracks that allow clustering around specializations that cross departmental lines. This reflects the College, but it also reflects the academic and professional landscape outside the College, where research and practice both require breadth and depth in experience and knowledge. Our College, with its programs in Architecture, Construction Management, Landscape Architecture, and Design, is particularly equipped to graduate doctoral students with a wide variety of experiences and knowledges, though will be focused around issues of designed and built environments. Doctoral training is also becoming increasingly necessary in these fields because of the increasing complexity of designing and building any environment. We think the CAUP is uniquely positioned to meet these needs.

Funding Source: State support
Delivery Mechanism: Onsite
Evaluation: Responds to research and advanced needs of the profession.
Recommendation: Grant permission to develop proposal.

Degree Title: PhD in Bioinformatics

Location: Seattle CIP Code Minor: 1103 CIP Code Major: 26
Start Date: Fall 2004
Enrollment: First Year: 3 FTE, headcount 3 At Full Enrollment: 10 FTE, headcount 10

Statement of Need:

As the field of Biomedical and Health Informatics develops, the demand for specialization is expected to increase. We project that this sub-field will become sufficiently developed that the industry will be looking for staff and researchers with very specific backgrounds and depth in bioinformatics.

Funding Source: State support
Delivery Mechanism: Onsite
Evaluation: Need not well documented.
Recommendation: Return the program to the institution for further development.

Degree Title: PhD in Computational Molecular Biology

Location: Seattle CIP Code Minor: 9999 CIP Code Major: 29
Start Date: Fall 2003
Enrollment: First Year: 10 FTE, headcount 10 At Full Enrollment: 30 FTE, headcount 30

Statement of Need:

As with many disciplines, much of molecular biology research requires the use of computational techniques and models now. Given the UW's strength in molecular and cellular biology, along with several allied disciplines, we are proposing an interdisciplinary degree in Computational Molecular Biology. This program will involve collaboration between several departments in various different schools and colleges at the UW. The program will thus support existing degrees in Genetics, Microbiology and other fields, but will also provide an option for students whose specific focus will be the computational aspects of all these fields. There will be a need for students so trained, and it is very much in the UW's interest to be in the forefront of

Funding Source: State support
Delivery Mechanism: Onsite
Evaluation: Extends the UW's expertise in molecular and cellular biology.
Recommendation: Grant permission to develop proposal.

University of Washington

Degree Title: Ph.D. in Earth & Space Sciences

Location: Seattle CIP Code Minor: 0601 CIP Code Major: 40
Start Date: Fall 2003
Enrollment: First Year: 15 FTE, headcount 15 At Full Enrollment: 70 FTE, headcount 70

Statement of Need:

As of July 2002, the departments of Geological Sciences and Geophysics will merge to become the department of Earth & Space Sciences. This merger brings back together two halves of earth science education at the University of Washington, while the change of the name coincides with the most current thinking about the field. Several major research programs now offer degrees in Earth & Space Sciences, precisely because the field can no longer be limited to the earth, while the science is not only geology, but also physics, chemistry, and others disciplines. The merging of our graduate degrees in Geological Science and Geophysics will make the programs more coherent, as well as serve students better in the changing environment for the study of the earth, the planets, and, as our name indicates, space. The curriculum, as typical in a PhD program, will remain driven by the latest developments in the field and sub-fields. However, we are also implementing an important change, directed primarily at our MS students, but of much benefit for our PhD students. We are developing practical and professional proseminars, to be taken concurrently with the MS portion of the degree. These seminars will help students integrate work experiences with their academic training. Geological Sciences has always had a fairly close relationship to its practical applications in the field. These seminars make that relationship apparent to students and will enhance their education as much as the ongoing research of our faculty. In all respects, we think this new degree builds on existing strengths in order to make them better, as well as adding new elements to our degree. Since both degrees exist already, there is also a preexisting demand for the degree. The new designation of ESS then looks forward to the new century without forgetting the lessons of the past.

Funding Source: State support
Delivery Mechanism: Onsite
Evaluation: Reflects comprehensive changes in the field.
Recommendation: Grant permission to develop proposal.

Degree Title: PhD in Rehabilitation Science

Location: Seattle CIP Code Minor: 2308 CIP Code Major: 51
Start Date: Fall 2004
Enrollment: First Year: 12 FTE, headcount 12 At Full Enrollment: 24 FTE, headcount 24

Statement of Need:

The Department of Rehabilitation Medicine is proposing the development of a doctoral program in the emerging field of rehabilitation sciences, an interdisciplinary field of study focusing on the needs of people with disability in our society. This proposal is supported by three recent events. First, the key overarching recommendation from the 1997 Institute of Medicine report entitled, "Enabling America: Assessing the Role of Rehabilitation and Engineering" is that rehabilitation science is a viable and important interdisciplinary doctoral focus of study and "should serve as the basis for developing new opportunities in multidisciplinary research and education." Second, federal agencies (e.g., NIH, RSA, NIDR) have identified an acute and chronic shortage of doctoral level faculty to teach and conduct rehabilitation related research. These agencies have a variety of grant supports for students and faculty participating in these programs. Third, in the recent review of graduate programs in the UW Department of Rehabilitation Medicine, the UW Graduate School recommended that Department consider the feasibility of developing a Doctoral Program in Rehabilitation Sciences. The Department of Rehabilitation Medicine at the University of Washington is the ideal place to develop such a program because: (1) it has a strong national and international reputation; and (2) the faculty represent the many disciplines involved in the rehabilitation process. Targeted students will be from a variety of rehabilitation fields, including, but not limited to, occupational therapy, physical therapy, rehabilitation counseling, speech pathology, psychiatry, prosthetics and orthotics, rehabilitation nursing, and rehabilitation engineering.

Funding Source: State support
Delivery Mechanism: Onsite
Evaluation: Provides critical research and training to serve the needs of individuals with disabilities.
Recommendation: Grant permission to develop proposal.

University of Washington

Degree Title: BA in Applied Technology

Location: Tacoma

CIP Code Minor: 9999

CIP Code Major: 41

Start Date: Fall 2003

Enrollment: First Year: 30 FTE, headcount 40 At Full Enrollment: 60 FTE, headcount 80

Statement of Need:

In response to the well-documented demand for bachelor's degrees for students with AA degrees in technical fields which do not readily transfer into credit at four-year colleges, the University of Washington, Tacoma is designing a degree program in Applied Technology. We believe that this degree will be appropriate for students who have degrees or coursework in such fields as web page design, network management, hardware assembly and maintenance, as well as expertise in specific software programs. Curriculum design would include content in oral and written communication, working collaboratively, systematic problem solving, and the ethics involved with developing information systems. The initial focus will be on computing and information technology, but we will also develop curriculum appropriate to students in related fields, such as Allied Health. We believe the Applied Technology program will be a good complement to our BS in Computing and Software Systems, as an appropriate offering for the new Technology Institute.

Funding Source: State support

Delivery Mechanism: Onsite

Evaluation: Provides a new pathway for students with AA degrees in technical fields.

Recommendation: Grant permission to develop proposal.

Washington State University

Degree Title: BS Bioengineering

Location: Pullman

CIP Code Minor: 0401

CIP Code Major: 15

Start Date: Fall 2002

Enrollment: First Year: 20 FTE, headcount 20 At Full Enrollment: 90 FTE, headcount 90

Statement of Need:

The twenty-first century will be marked by the convergence of biotechnology and medical technology with engineering. The bioengineer will be the lead professional in fully developing the evolving industries. Biotechnology and medical device industries are growing much faster in the state of Washington than in much of the rest of the nation, the growth for bioengineering jobs in the state of Washington should exceed the national rate of growth. There is great promise for future jobs in this state for those with bioengineering degrees, including Eastern Washington. Spokane's largest industry is medical service, and as that community pushes for more local growth in biomedicine and medical services, there becomes a growing need for bioengineers. Only with a solid undergraduate program in bioengineering at the Pullman campus will it be possible to meet the biomedical engineering needs of the Spokane and statewide medical services and products industries.

Historically, student interest for bioengineering education came from students with aptitudes in engineering sciences and career aspirations in medicine and/or biological research. This student interest has been a long-term driving force for undergraduate bioengineering education. In fact, most of the original undergraduate bioengineering programs at US universities were created not because of industrial job opportunities, but because of an unmet student demand for an education that combined engineering and biology. This student interest continues today with large student enrollments in the established undergraduate programs and burgeoning enrollments in the newly created bioengineering programs. While these historic trends continue, there is, in addition, a new student interest resulting from the growth of the medical-biotech industrial sector and the creation of entry-level jobs in this industry. Consequently, there is now even more student interest than previously.

Data from the Whitaker Foundation demonstrate that undergraduate bioengineering enrollment has more than doubled in the past 20 years, while graduate bioengineering enrollment, a predictor of future growth of undergraduate programs, has increased by more than 300% during this period. As such, bioengineering is the fastest growing engineering discipline in the US.

Funding Source: State and external support
Delivery Mechanism: Onsite
Evaluation: Responds to the escalating regional and national demand for bioengineering professionals.
Recommendation: Grant permission to develop proposal.

Washington State University

Degree Title: BS Biotechnology

Location: Pullman

CIP Code Minor: 0101

CIP Code Major: 41

Start Date: Fall 2003

Enrollment: First Year: 10 FTE, headcount 10 At Full Enrollment: 50 FTE, headcount 50

Statement of Need:

The economic impact of the biotechnology industry and the demand for individuals trained in biotechnology is documented in the May 2000 report to the Biotechnology Industry Organization titled, The Economic Contributions of Biotechnology Industry to the U.S. Economy.

“The biotechnology industry has grown rapidly in recent years, doubling in size between 1993 and 1999. Much attention is given to the potential of the biotechnology industry, from drugs, agricultural and environmental products currently in the pipeline. These products have the potential to generate tremendous opportunities for society, by improving the quality of health care, increasing agricultural production and producing a cleaner environment. No less significant, however, is the fact that the industry clearly makes substantial current economic and fiscal contributions to the U.S. economy.”

In the state of Washington there are inadequate numbers of trained individuals to meet the needs of the Washington biotechnology industry. Graduates are hired very quickly. In the 1995 Workforce Training Report, it was indicated that biotechnology and medical technology firms hiring more than 1,000 individuals over the next three years (1995-1998), 45 percent with PhDs and MS degree, 52 percent with bachelor's degrees is indicative of the state of the industry. According to the same reports, a majority of Washington State's biotechnology companies are at the research and development stage with a heavy reliance upon individuals with advanced degrees and specialized scientific skills.

Perhaps as important as the above statistics are the observations SMB faculty have made in the past 3-4 years as we recruit graduate students. While once rare, we are seeing 10-25% of our incoming graduate students desiring a terminal MS degree with the express purpose of pursuing a career in the biotechnology industry. Within our current degree structures, this need is difficult to meet efficiently and hence serves as a strong impetus for designing the proposed program.

At this point, there is a gap in degree offerings between the AA degree and the Ph.D. degree in biotechnology in the State of Washington. The proposed BS/MS degree programs are designed to fill this gap and meet a need among students and the biotechnology industry. The BS/MS degree program in Biotechnology would be the only one of its kind in Washington.

Funding Source: State and external support

Delivery Mechanism: Onsite

Evaluation: Program will be popular among students and employers alike.

Recommendation: Grant permission to develop proposal.

Washington State University

Degree Title: MA Philosophy

Location: Pullman (Joint with University of Idaho) CIP Code Minor: 0101 CIP Code Major: 38
Start Date: Fall 2003
Enrollment: First Year: 5 FTE, headcount 12; At Full Enrollment: 8 FTE, headcount 12

Statement of Need:

For years philosophy has been the missing component in a well-balanced array of graduate program in the humanities within the College of Liberal Arts at WSU. A similar situation has been the case at the University of Idaho, with philosophy not represented at the graduate level; and it is that common lack which has prompted the proposal for collaborative program that will allow a rich set of offerings within an economical program.

A recent survey of philosophy undergraduate majors and minors across the state of Washington shows considerable interest in a Masters program serving a number of different functions: as a stepping stone to a full-fledged Ph.D. program, or as intensive preparation for graduate and professional training in law and other disciplines. A survey of the philosophy departments themselves in the colleges and universities across the state shows a general increase in the number of philosophy undergraduate majors in recent years, mirroring a large increase on the WSU campus.

The M.A. program in general philosophy will feature an option in ethics at WSU, which includes work in Biomedical Ethics, Business Ethics and Environmental Ethics, complemented by an option in environmental philosophy offered by the University of Idaho.

There currently is no other terminal M.A. degree in philosophy at a public university in Washington, Oregon or Idaho.

Funding Source: State Internal Reallocation
Delivery Mechanism: Onsite classroom
Evaluation: Joint program will provide students with a high quality educational experience and make efficient use of resources.
Recommendation: Grant permission to proceed with full proposal.

Washington State University

Degree Title: MS Biotechnology

Location: Pullman

CIP Code Minor: 0101

CIP Code Major: 41

Start Date: Fall 2002

Enrollment: First Year: 3 FTE, headcount 3 At Full Enrollment: 20 FTE, headcount 20

Statement of Need:

The economic impact of the biotechnology industry and the demand for individuals trained in biotechnology is documented in the May 2000 report to the Biotechnology Industry Organization titled, The Economic Contributions of Biotechnology Industry to the U.S. Economy.

“The biotechnology industry has grown rapidly in recent years, doubling in size between 1993 and 1999. Much attention is given to the potential of the biotechnology industry, from drugs, agricultural and environmental products currently in the pipeline. These products have the potential to generate tremendous opportunities for society, by improving the quality of health care, increasing agricultural production and producing a cleaner environment. No less significant, however, is the fact that the industry clearly makes substantial current economic and fiscal contributions to the U.S. economy.”

In the state of Washington there are inadequate numbers of trained individuals to meet the needs of the Washington biotechnology industry. Graduates are hired very quickly. In the 1995 Workforce Training Report, it was indicated that biotechnology and medical technology firms hiring more than 1,000 individuals over the next three years (1995-1998), 45 percent with PhDs and MS degree, 52 percent with bachelor's degrees is indicative of the state of the industry. According to the same reports, a majority of Washington State's biotechnology companies are at the research and development stage with a heavy reliance upon individuals with advanced degrees and specialized scientific skills.

Perhaps as important as the above statistics are the observations SMB faculty have made in the past 3-4 years as we recruit graduate students. While once rare, we are seeing 10-25% of our incoming graduate students desiring a terminal MS degree with the express purpose of pursuing a career in the biotechnology industry. Within our current degree structures, this need is difficult to meet efficiently and hence serves as a strong impetus for designing the proposed program.

At this point, there is a gap in degree offerings between the AA degree and the Ph.D. degree in biotechnology in the state of Washington (there is not currently an MS degree in biotechnology offered in the state of Washington). The proposed BS/MS degree programs are designed to fill this gap and meet a need among students and the biotechnology industry. The BS/MS degree program in Biotechnology would be the only one of its kind in Washington.

Funding Source: State and external support

Delivery Mechanism: Onsite

Evaluation: First masters degree offered in the state for individuals pursuing an advanced career in the booming biotechnology industry.

Recommendation: Grant permission to proceed with full proposal.

Washington State University

Degree Title: M Disaster Management

Location: Distance CIP Code Minor: 9999 CIP Code Major: 43
Start Date: Fall 2002
Enrollment: First Year: 25 FTE, headcount 50 At Full Enrollment: 200 FTE, headcount 400

Statement of Need:

The Master of Disaster Management degree program will prepare professionals in many settings who have responsibility for helping to prevent, prepare for, respond to, and recover from both natural and man-made disasters. The Integrated Core, required of all students, will provide a strong background in all of the basic areas involved in disaster management. Electives will allow students to explore specific areas in greater depth and develop more advanced expertise in those areas. A final project will allow students to apply their learning to a real world situation.

The Washington Army National Guard has significant need for this program and intends to fund all of the development and design costs, as well as scholarships for its members. In addition, there are approximately 95,000 first-responders in the State of Washington, perhaps 10 percent of whom need this program. FEMA has a goal of having at least one degree program, at some level, in every state. FEMA also reports that business continuity specialists trained in this field will be increasingly in demand in the future.

There is no other master's level degree program in this field offered entirely at a distance.

Funding Source: Self and external support
Delivery Mechanism: Distance
Evaluation: This externally funded distance learning program will address the professional needs of the Washington Army National Guard and FEMA.
Recommendation: Grant permission to develop proposal.

Degree Title: MA/MS Interdisciplinary Studies

Location: System-Wide CIP Code Minor: 0102 CIP Code Major: 24
Start Date: Fall 2002
Enrollment: First Year: 25 FTE, headcount 25 At Full Enrollment: 50 FTE, headcount 50

Statement of Need:

WSU currently has a PhD. Degree in Interdisciplinary Studies called the Individual Interdisciplinary Doctoral Program (IIDP). This program has been offered at WSU for almost 20 years with a total of 43 graduates from the program. Recently, we have seen a significant increase in interest for interdisciplinary studies. Today we have 53 students in the program and applications to the program are increasing annually.

Because of the flexibility that is needed to investigate academic questions in today's complex environment, interdisciplinary in graduate education is in demand. There is a significant need throughout the university for an interdisciplinary program at the Master's level. An MS/MA in Interdisciplinary Studies is a natural extension of the IIDP. Using the successful model of the IIDP, the graduate school proposes to create and administer a Master's of Science and a Master's of Arts for interdisciplinary studies.

The overall cost of the program will be minimal. No new classes are proposed. Along with the IIDP, this program will be coordinated through the Graduate School.

Funding Source: State support
Delivery Mechanism: Combination
Evaluation: Program is a well-suited extension of WSU's popular Individual Interdisciplinary Doctoral Program.
Recommendation: Grant permission to develop proposal.

Central Washington University

Degree Title:	B.A. Educational Interpreter/American Sign Language		
Location:	Ellensburg	CIP Code Minor: 0205	CIP Code Major: 51
Start Date:	Fall 2003		
Enrollments:	First Year: 5 FTE, headcount 15; At Full Enrollment: 8.5 FTE, headcount 25		

Statement of Need:

CWU has been offering ASL for approximately two years, and the response has been overwhelming. We currently offer three first-year courses and one second-year course, with more than 110 students registered. They are offered as a result of student demand and petitions, and there has been no let-up at all in demand. It thus seems quite reasonable to expect that the demand will continue and that we will have a strong response to an interpreter program.

Experts in the field assure us that there will be abundant professional opportunities for interpreters. There is currently a critical shortage of professionally prepared interpreters, in the schools, the courts, medical facilities, etc., with the result that people with insufficient preparation are doing the job to the best of their abilities, or it is not being done at all in some cases.

Currently the only interpreter program in Washington State is at the community college level in Spokane. There is in fact no four-year interpreter degree program in the northwest. The demand on the part of the students is apparent, as is the need for professionally qualified people.

Funding Source:	State support
Delivery Mechanism:	Traditional Classroom
Evaluation:	Address critical shortages in a variety of settings.
Recommendation:	Grant permission to proceed with full proposal.

Degree Title:	B.A. Film and Video Studies		
Location:	Ellensburg	CIP Code Minor: 0699	CIP Code Major: 50
Start Date:	Fall 2003		
Enrollment:	First Year: 20 FTE, headcount 7; At Full Enrollment: 10 FTE, headcount 30		

Statement of Need:

This new major will combine what are currently a series of courses in several departments into a coherent whole. Currently, there are approximately 10 students per year who design their own film and video studies major through the Individualized Studies option. Having an organized sequence of courses will encourage increased participation in this major. In addition, this new program enhances faculty expertise in these areas. Relatively few new courses, or variations to existing offerings, will be required. It will offer interested students the opportunity, through a combination of such offerings, to specialize in film and video studies, a strong and growing academic area. The combination of critical and creative elements to the program distinguish it from the usual model, and will be particularly compelling to students interested in visual media.

Funding:	Current state supported FTE
Delivery Mechanism:	Traditional classroom
Evaluation:	Elevates Individualized Studies option into a formal major in up and coming visual media field.
Recommendation:	Grant permission to proceed with full proposal.

Central Washington University

Degree Title:	B.S. Applied Science	CIP Code Minor: 9999	CIP Code Major: 11
Location:	Ellensburg, CWU SeaTac, CWU Lynnwood		
Start Date:	Fall 2003		
Enrollment:	First Year: 40 FTE, headcount 14; Full Enrollment: 27 FTE, headcount 80		

Statement of Need:

U.S. Department of Commerce, Technology Administration, Office of Technology Policy, in its June 1999 "The Digital Work Force" report states: "Information Technology is changing the way we live and work, and transforming the economy at a fundamental level." And, according to Alan Greenspan, "The rapid acceleration of computer and tele-communications technologies is a major reason for the appreciable increase in our productivity in this expansion, and is likely to continue to be a significant force in expanding standards of living into the twenty-first century." The report identifies information technology jobs as "Hot Skills, Hot Jobs" and admonishes, "The United States needs to do a better job at encouraging and preparing young people to enter technical education and careers."

The Washington State Workforce Training and Education Coordinating Board in its report, *High Skills, High Wages*, June 2000, confirms the need for information technology professional. It reports "The exploding field of Information Technology (IT) feels acutely the unmet demand for workers with technical knowledge and skills. IT jobs have grown so fast that the workforce training system can't keep up with the demand. The assessment revealed that Washington has a serious shortage of information technology workers." Further, that state, "Educational institutions in Washington State at all levels, are preparing far fewer information technology workers than are likely to be needed."

In the present climate of layoffs, terminations, and unemployment, many individuals are looking for career change opportunities in their home area. Most of these students live in the Seattle metropolitan area with access to SeaTac or Lynnwood campuses.

In addition, according to the Washington State Board for Community and Technical Colleges, over 8,000 community college students are enrolled in information technology related programs. These students usually complete one of two degree options: an Associate of Arts, which transfers directly to a four-year college and satisfies basic and breadth requirements, or an Associate of Science, which does not transfer directly to a four-year college. Most of the latter students go directly into the workforce and many subsequently discover they need a four-year degree.

Funding:	State support
Delivery Mechanism:	Traditional classroom, interactive video and Internet web based
Evaluation:	Addresses workforce needs and provides smooth direct transfer opportunities.
Recommendation:	Grant permission to proceed with full proposal.

Degree Title:	Master of Education – Inclusive Teaching Strategies	CIP Code Minor: 9999	CIP Code Major: 13
Location:	Ellensburg		
Start Date:	Fall 2003		
Enrollment:	First Year: 6 FTE, headcount 12 ; At full enrollment: 12 FTE, headcount 24		

Statement of Need:

The proposed Masters of Education – Inclusive Teaching Strategies, which will be housed in the university's Department of Teacher Education Programs, addresses three educational needs of practicing teachers. First, the national trend of moving students with special needs into mainstream classes for all of the day (inclusion) makes it necessary for mainstream teachers to address substantial differences in learning for longer periods of time. Next, existing education master's degree programs at CWU focus on specific areas (e.g. reading, special education), areas that may not address all the multiple academic, social, and cognitive characteristics facing mainstream teachers. Third, the shortage of special education and English-as-a-second-language teachers in public schools thrusts the responsibility for providing special services on the mainstream teacher.

This program is designed to acquaint teachers with skills that will increase the likelihood of all students succeeding in inclusive settings. It requires students to take majority of coursework from a prescribed series of courses that focus on instructional delivery/curriculum adaptation (with an emphasis in reading and English-as-a-second-language education), assessment strategies, parent/community collaboration, and classroom management.

Funding:	No additional costs are expected as many of the courses are currently being offered. State support.
Delivery Methods:	Traditional classroom with possibility of some interactive video.
Evaluation:	Advances knowledge and skills for teachers working with special needs students.
Recommendation:	Grant permission to proceed with full proposal.

Central Washington University

Degree Title: Master of Science in Primate Behavior and Ecology

Location: Ellensburg

CIP Code Minor: 9999

CIP Code Major: 45

Start Date: Winter 2003

Enrollment: First Year: 10 FTE, headcount 10; Full enrollment: 16 FTE, headcount 16

Statement of Need:

The proposed Masters of Science in Primate Behavior addresses both state and national needs. The first measure of programmatic demand is shown by the current enrollment in that part of CWU's Master of Science in Experimental Psychology program which has a specialization in primate behavior. In each of the last three years ten to eleven graduate students have been enrolled in the primate studies track of Experimental Psychology. The program has several applicants for each opening and is highly selective. A new Masters Degree in Primate Behavior would allow these students to specialize in primate behavior rather than having to take a number of courses in experimental psychology which have little bearing on primate behavior. With this specialization the program would attract yet additional qualified applicants. As a second measure of programmatic demand, the proposed degree would be a unique offering among the nation's primatology programs. This uniqueness stems from the combination of an emphasis on primate communication, cognition and behavior coupled with a philosophical grounding on ethical issues surrounding animal research. The combination of these attributes, part of the attractiveness of the current program under Experimental Psychology, will assure the proposed master's program of a wealth of applicants from which to select student cadres.

Funding Source: State support

Delivery Mechanism: Traditional Classroom

Evaluation: Compliments CWU's existing undergraduate and graduate programs in related fields and accommodates student interest in advanced studies in primate behavior and ethical issues related to animal research.

Recommendation: Grant permission to proceed with full proposal.

Western Washington University

Degree Title: MBA/MS Environmental Management
Location: Western Washington University
Start Date: Fall 2002
Enrollment: First Year: 15 FTE, headcount 15; Full enrollment: 45 FTE, headcount 45

Statement of Need:

Many of the issues that the Pacific Northwest is currently facing and will continue to face in the future evolve around economic and environmental concerns. The issue is not a question of the environment or the economy. It is one of both. A healthy environment enhances a healthy economy and vice-versa. Traditionally, the disciplines of business and the environment have been polarized. While in truth, they are mutually dependent.

Several universities in the east, i.e. the universities of Michigan, Yale, and Duke have recognized the interdependence of the disciplines. They have done so by creating Masters programs in business and environmental science. The Northwest is noticeable in its absence of such programs. In fact, it should also be noted that Weyerhaeuser Corporation helps to endow a University of Michigan joint MBA/MS program. The creation of a joint MBA/MS program at Western would be the first of its type in the Northwest.

Perhaps a statement from *The Bellingham Herald* of 6/27/97, when this program was first discussed, best summarizes its need. "The graduates turned out by the Western program will have a unique perspective on the two disciplines and, presumably, new tools and methods for creating understanding and consensus. That will pay dividends as they enter the work force."

Funding Source: Wilder Corporation funding at \$250,000; State matching funding at \$250,000.
Delivery Mechanism: Traditional Classroom
Evaluation: Addresses economic and environmental concerns of the state.
Recommendation: Grant permission to proceed with full proposal.

Pre-Approved Programs Sunset

Note: Eastern Washington University and The Evergreen State College report no pre-approved program sunsets.

Institution	Location	Program
UW	Bothell	BA American Studies
		BA Culture, Literature, & the Arts
		BA Global Studies
		BA Science, Technology, & Environment
		BA Society, Ethics, & Human Behavior
		MA Cultural Studies
		MBA
WSU	Tacoma	MA Environmental Studies
	Seattle	MS in Demography & Social Research
		DD/PhD Academic Denistry
	Pullman	BA Intercultural and International Communication
		BS Pharmacology and Toxicology
	Spokane	BA Business – Insurance & Risk Management
		BS Natural Resource Science
		BS Molecular Pharmacology & Toxicolgy
		MS Natural Resource Science
		MS Molecular Pharmacology & Toxicolgy
		MFA Creative Writing
	Tri-Cities	BS Communications
		BS Horticulture
		MA Communications
	Vancouver	BS Science
		BA History
		BA Women Studies
		MA Liberal Studies
		M Professional Communications
		MS Biology
		MS Psychology
	Distance Learning	BS Applied Biology
	Off Campus	
	Yakima	BS Horticulture
	Ellensburg	BA Ethnic Studies
		BS Law & Justice
		MS Teaching
	Off Campus	
	CWU Centers*	BS Community Health
		BS Law & Justice
		MEd Administration
		MS PEHLS/Leisure Services
		MS PEHLS/Health Promotion
		MS PEHLS/Physical Education Teaching
	Ellensburg, SeaTac	BS Leisure Services/Casino Management
	Lynwood	BS Construction Management

Appendix C
Pre-approved Programs Sunset

CWU	Lynwood, Moses Lake	BS Community Health/Chemical Dependency
	Lynwood, Moses Lake, SeaTac, Steilacoom	BS Leisure Services
		MS PEHLS/Addictionology
	Lynwood, Moses Lake, Steilacoom, Wenatchee, Yakima	MS Law & Justice
	Lynwood, SeaTac	BS Mechanical Engineering Technology
	Moses Lake	BEd Elementary Education
	Moses Lake, SeaTac	BS Flight Technology
	Moses Lake, SeaTac, Wenatchee, Steilacoom	BS Industrial Technology
	Moses Lake, Steilacoom, Wenatchee, Yakima	MS Organization Development
	Moses Lake, Wenatchee	BA Law & Justice
		BS Accounting
		BS Business Administration
	Moses Lake, Wenatchee, Yakima	MEd Educational Administration
	Wenatchee	BEd Special Education
WWU	Bellingham	BA General Studies – Gerontology Concentration
		M Gerontology

* CWU Centers include Lynwood, Moses Lake, SeaTac, Steilacoom, Wenatchee, and Yakima.

2000-2001 Program Eliminations

Institution	Program
UW	BS Nutritional Sciences and Food
WSU	DA Mathematics
CWU	BS Operations Analysis BA History: Teaching Major BA Art: Teaching Broad Area Major MA English Language Learning MA English Teaching Option M Music: Theory BA Political Science Teaching
EWU	MA Education MA English - Technical and Professional Writing MEd Mathematics MEd Technology M Nursing BA Government – Domestic and International Public Administration BA Education – Theatre Elementary/Secondary BS Biology – Botany, General, Human Biology, Medical technology, Microbiology, and Zoology BS Geology – Geotechnical Option BS Technology – Organizational/Mass Communication
TESC	No program eliminations in this time period.
WWU	BA Environmental Policy (Port Angeles, Bremerton) BA Environmental Policy (Port Angeles, Bremerton) BA Education – Elementary Certification (Oak Harbor) MEd Adult Education (South Seattle)

2000 – 2001 Program and Enrollment Data

NOTE: Programs approved prior to 1996 that have not reached full enrollment by fall 2001 are shaded.

Enrollment Table 1 – UW Seattle Headcount Enrollment-Actual vs. Projected

<u>Degree Title</u>	<u>Approval Date</u>	<u>Actual Enrollment Fall 2001</u>	<u>Projected Enrollment Initial</u>	<u>Full</u>
Seattle Degree Programs				
BA Environmental Studies	4/00	22	40	100
BS Health Information Administration	10/00	10	10	30
BA History & Philosophy of Science	5/00	1	5	20
BS Applied & Computer Math Sciences	3/97	135	60	160
BS Bioengineering	1/01	22	37	140
BS Economics	3/96	63	25	45
BS Forest Resources	5/00	20	10	60
BS Informatics	7/00	56	25	50
BS Neurobiology	5/00	59	48	72
M Medical Engineering	8/98	36	20	69
M Occupational Therapy	8/98	54	25	25
MA Hispanic Studies	12/00	3	37	75
MA Women Studies/PhD Women Studies	11/97	13	6	12
MA & PhD French Studies & MA Italian Studies	7/00	12	10	21
MS Architecture	5/00	Starts 2002	6	12
MS Biomedical & Health Informatics	7/00	20	10	20
MS Information Management	5/01	31	18	36
MS Information Systems	5/00	Starts 2003	50	100
MS/PhD Industrial Engineering	4/98	44	N/A	N/A
MS/PhD Molecular & Cellular Biology	10/97	126	8	40
PhD Information Science	4/00	12	10	20
Distance Delivered Degree Programs				
M Library & Information Science	10/01	Starts 2002	35	105
MS Applied Math	5/01	Starts 2003	20	50
Off-Campus Degree Programs				
Executive MBA (Bellevue)	1/01	52	50	100
MSW (Olympic Peninsula)	10/00	24	12	30

Enrollment Table 2 – UW Bothell Headcount Enrollment-Actual vs. Projected

<u>Degree Title</u>	<u>Approval Date</u>	<u>Actual Enrollment Fall 2001</u>	<u>Projected Enrollment Initial</u>	<u>Full</u>
BA Business Administration*		368	50	150
BA Liberal Studies*		585	N/A	N/A
BS Computing and Software Systems	9/96	275	45	210
BS Environmental Science	4/00	4	45	90
BS Nursing		130	67	96
MA Policy Studies	1/01	24	20	60
MEd*		63	70	170
M Nursing*		Starts 2002	21	63
M Management	7/98	85	30	75
Distance Delivered Degree Programs				
BS Computing & Software Systems	11/00	1	40	40
Off-Campus Degree Programs				
BS Nursing (Olympic Peninsula)	10/00	15	15	15

*Program approved prior to 1996

NOTE: Programs approved prior to 1996 that have not reached full enrollment by fall 2001 are shaded.

Enrollment Table 3 – UW Tacoma Headcount Enrollment-Actual vs. Projected

<u>Degree Title</u>	<u>Approval Date</u>	<u>Actual Enrollment Fall 2001</u>	<u>Projected Enrollment Initial</u>	<u>Full</u>
BA Business Administration*		383	85	140
BA Liberal Studies*		712	20	50
BA Social Welfare	8/01	Starts 2002	35	70
BA Urban Studies	1/01	31	25	70
BS Computing & Software Systems	7/00	60	30	250
BS Environmental Science	4/00	22	26	78
BS Nursing*		125	60	73
MEd*		108	70	170
M Arts	4/00	39	30	60
MBA	5/00	42	30	130
M Nursing*		69	13	50
M Social Work	5/98	87	22	66

*Program approved prior to 1996

Enrollment Table 4 – WSU Pullman Headcount Enrollment-Actual vs. Projected

<u>Degree Title</u>	<u>Approval Date</u>	<u>Actual Enrollment Fall 2001</u>	<u>Projected Enrollment Initial</u>	<u>Full</u>
BA Computer Science	4/99	22	20	80
BA Women Studies	4/98	33	15	50
BS Computer Engineering	4/98	53	60	150
BS Sports Management	7/97	121	25	75
BS Neuroscience	7/97	29	50	175

Enrollment Table 5 – WSU Spokane Headcount Enrollment-Actual vs. Projected

<u>Degree Title</u>	<u>Approval Date</u>	<u>Actual Enrollment Fall 2001</u>	<u>Projected Enrollment Initial</u>	<u>Full</u>
B Landscape Architecture*	7/98	20	10	10
BS Computer Engineering	4/99	4	36	60
M Health Policy & Administration*		28	23	70
M Technology Management	7/98	15	12	45
MA Criminal Justice*		6	10	25
MA Interior Design	5/98	13	3	15
MA Speech & Hearing Science*		43	5	25
MS Architecture	5/98	10	3	15
MS Electrical Engineering*		3	12	12
MS Engineering Management*		3	18	20
MS Human Nutrition*		4	15	25
MS Landscape Architecture	9/98	12	6	24
MS Materials Science*		Suspended	5	15
MS Mechanical Engineering*		0	5	10
Pharm D*		65	8	8

*Program approved prior to 1996

NOTE: Programs approved prior to 1996 that have not reached full enrollment by fall 2001 are shaded.

Enrollment Table 6 – WSU Tri-Cities Headcount Enrollment-Actual vs. Projected

<u>Degree Title</u>	<u>Approval Date</u>	<u>Actual Enrollment Fall 2001</u>	<u>Projected Enrollment</u>	
			<u>Initial</u>	<u>Full</u>
B Science*		17	45	110
BA Business*		53	100	250
BA Computer Science	4/99	6	10	30
BA Education	4/01	71	65	65
BA Humanities*		27	50	100
BA Social Sciences*		87	50	100
BS Chemical Engineering*		Terminated	5	30
BS Computer Science*		23	50	100
BS Electrical Engineering*		17	70	100
BS Environmental Science*		2	20	40
BS Integrated Cropping Systems*		Suspended	20	40
BS Mechanical Engineering*		14	30	40
BS Nursing*		1	20	60
MBA*		40	20	40
M Ed & MA Ed with Ed. Admin. Option*		21	30	50
M Ed with Reading & Language Arts Option*		43	50	75
M Ed with Counseling Option*		3	30	50
MIT*		29	25	25
MA Communications	4/98	4	20	40
MS Biology*		1	10	20
MS Chemical Engineering*		Suspended	10	40
MS Chemistry*		4	5	20
MS Civil Engineering*		Suspended	15	30
MS Computer Science*		21	20	40
MS Electrical Engineering*		9	25	40
MS Engineering Management*		9	30	40
MS Environmental Engineering*		11	15	30
MS Environmental Science*		18	20	30
MS Materials Science*		1	10	25
MS Mechanical Engineering*		9	20	30

*Programs approved prior to 1996

NOTE: Programs approved prior to 1996 that have not reached full enrollment by fall 2001 are shaded.

Enrollment Table 7 – WSU Vancouver Headcount Enrollment-Actual vs. Projected

<u>Degree Title</u>	<u>Approval Date</u>	<u>Actual Enrollment Fall 2001</u>	<u>Projected Enrollment Initial</u>	<u>Full</u>
BA Business*		105	100	400
BA Computer Science	4/99	9	10	30
BA English	6/96	39	15	25
BA Hotel & Restaurant Administration	10/01	0	20	55
BA Human Development	6/97	113	20	57
BA Humanities*		40	30	150
BA Public Affairs	7/98	44	46	62
BA Social Sciences*		130	107	350
BS Biology	6/96	48	20	60
BS Computer Science	4/99	0	30	90
BS Environmental Science	6/96	0	12	40
BS Manufacturing Engineering	5/98	16	25	75
BS Natural Resource Science	12/98	4	16	46
BS Nursing*		36	25	60
BS Psychology*		71	50	150
MBA*		72	30	60
M Ed Elementary Education Option*		23	25	50
M Ed/MA Ed Education Administration Option*		27	25	50
MIT*		35	25	50
M Nursing*		52	13	49
M Public Affairs*		39	21	42
M Engineering Management*		8	15	50
M Technology Management	7/98	7	12	45

*Program approved prior to 1996

Enrollment Table 8 – WSU Off-Campus Headcount Enrollment

<u>Degree Title</u>	<u>Approval Date</u>	<u>Actual Enrollment Fall 2001</u>	<u>Projected Enrollment Initial</u>	<u>Full</u>
Distance Delivered Degree Programs				
BA Business	7/98	157	60	480
BA Social Sciences		615		
BA Criminal Justice	2/99	46	140	320
BA Human Development	5/98	71	79	117
BS Agriculture	7/99	32	30	85
BS Nursing	4/00	44	40	60
Off-Campus Degree Programs				
BA Business Administration/Real Estate Option (Spokane)	9/01	10	21	55
BA Education (Grays Harbor)	2/99	18	25	25
BA Education (NW Indian College)	7/00	15	6	30
BA Education (Centralia, Lower Columbia, and Clark Colleges)	7/00	117	125	244
BA Hotel & Restaurant Administration (Montana State University)	10/00	On Hold	45	180
BS Horticulture/Tree Fruit Option (Wenatchee)	7/01	5	8	20
BS Manufacturing Engineering (Boeing)	7/00	2	4	20
M Nursing (Yakima and Wenatchee)		11	10	23

NOTE: Programs approved prior to 1996 that have not reached full enrollment by fall 2001 are shaded.

Enrollment Table 9 – CWU Headcount Enrollment-Actual vs. Projected

<u>Degree Title</u>	<u>Approval Date</u>	<u>Actual Enrollment Fall 2001</u>	<u>Projected Enrollment Initial</u>	<u>Full</u>
Ellensburg Degree Programs				
B Fine Arts	10/98	110	30	80
BA Asian Studies	10/98	9	10	25
BS Primate Studies	10/98	24	10	25
BS Public Policy	10/98	11	10	25
MA Professional Accountancy (see off-campus)	1/00	5	50	50
MS Engineering Technology (see off-campus)	1/00	4	20	40
MS Law & Justice (see off-campus)	12/01	Fall 2002 Start Date	30	60
MA Theater Production*	12/96	50	7	10
Distance Delivered Degree Programs				
MS Physical Education	8/01	5	6	12
Off-Campus Degree Programs				
BA Education (Wenatchee)	9/99	29	30	30
BA Education (SeaTac)	7/01	69	60	120
BS Community Health/Chemical Dependency (Steilacoom, SeaTac, Wenatchee, Yakima)	9/99	Phasing Out	30	40
BS Business Education (SeaTac)	1/96	Suspended		
M Teacher (CWU Off-campus Centers)**	4/01	44	90	90
MA Professional Accountancy (SeaTac, Lynnwood/see Ellensburg)***	7/00	8	50	50
M Ed Bus. & Marketing Ed. (SeaTac)	7/99	Suspended	11	16
MS Engineering Tech. (Steilacoom Highline CC)	8/01	26	14	40
MS Organization Development (SeaTac)	7/97	32	30	48
MS Phys. Ed., Health Ed. & Leisure Serv./Addictionology (Steilacoom)	9/97	Suspended	20	30

*Offered summers only

**Offered at SeaTac, Wenatchee, Yakima

***Offered at Lynnwood

NOTE: Programs approved prior to 1996 that have not reached full enrollment by fall 2001 are shaded.

Enrollment Table 10 – EWU Headcount Enrollment-Actual vs. Projected

<u>Degree Title</u>	<u>Approval Date</u>	<u>Actual Enrollment Fall 2001</u>	<u>Projected Enrollment Initial</u>	<u>Full</u>
Cheney Degree Programs				
BOT	12/98	38	25	50
BS Athletic Training	4/01	14	78	67
BS Environmental Science	4/01	6	20	50
BS Exercise Science	4/01	16	65	70
MS Physical Education	10/96	32	12	20
Off-Campus Degree Programs				
BA Interdisciplinary Studies/Org. Leadership (Liberty Lake, Walla Walla)*	12/98	15	25	25
BS Dental Hygiene (Clark College)	5/98	35	20	25
BS Dental Hygiene (Shoreline CC)	4/01	9	15	25
BS Dental Hygiene (Pierce College)	4/01	Starts 2002	15	25
BS Tech./Applied Tech. (Walla Walla CC)	7/97	3	7	20
BS Tech./Applied Tech. (Clark College)	11/01	Starts 2002	36	30
BS Tech./Applied Tech. (S. Seattle CC)	12/01	Starts 2002	27	19
MSW (Yakima)	4/01	30	40	40
MSW (Everett)	4/01	46	45	45
MSW (Everett)	10/98	Cohort Completed	45	45
M Ed C& I/ Ed. Adm. (Umatilla, OR)	12/97	Cohort Completed	23	23
M Ed C & I/Ed. Adm. (Moses Lake)	2/98	Cohort Completed	25	25
M Ed Elementary Education (Kent)	4/99	Cohort 1 Completed Cohort 11 Starts Winter '01 S	30	30
MS Psychology/Clinical (Spokane)	3/97	Cohort Completed	12	12
MS Psychology/School Counseling & Mental Health (Spokane)	10/00	18 School Couns. 20 Mental Health	40	40

*Walla Walla inactive

NOTE: Programs approved prior to 1996 that have not reached full enrollment by fall 2001 are shaded.

Enrollment Table 11 – TESC Headcount Enrollment-Actual vs. Projected

<u>Degree Title</u>	<u>Approval Date</u>	<u>Actual Enrollment Fall 2001</u>	<u>Projected Enrollment</u>	
			<u>Initial</u>	<u>Full</u>
Olympia				
MFA*	9/00	On Hold	15	45
MPA *	9/00	On Hold	23	23
Off-Campus Degree Programs				
BA Community-Determined Nat. Amer. Studies (Reservations Statewide)	4/99		55	55
BA Liberal Arts (Grays Harbor)**	10/97	9	25	25

*Programs on hold due to budgetary issues until further notice

**Enrollment was 36 in fall 2000 and 25 in fall 1999. Many of last years students have graduated or are now enrolled at the Olympia campus. Efforts are being implemented to recruit new students.

Enrollment Table 12 – WWU Headcount Enrollment-Actual vs. Projected

<u>Degree Title</u>	<u>Approval Date</u>	<u>Actual Enrollment Fall 2001</u>	<u>Projected Enrollment</u>	
			<u>Initial</u>	<u>Full</u>
Bellingham Degree Programs				
BA General Studies	4/96	103	150	200
BA Mathematics	1/97	6	5	10
Off-Campus Degree Programs				
BA Education (Silverdale, Bremerton)	10/98	116	30	90
BA Education (Peninsula College)	10/01	On Hold	20	40
MA Rehabilitation Counseling (Mountlake Terrace)	12/98	28	20	30
M Ed Elementary Education (Marysville)	10/01	On Hold	25	25
M Ed School Adm. (Silverdale)	9/98	16	25	35
Distance Delivered Degree Programs				
BA Human Services	10/98	57	38	150

2000-2001 Existing Program Reviews

Institution	Program
UW	Department of Anthropology Department of Astronomy Department of Atmospheric Sciences Department of Chemistry Department of Computer Science and Engineering Department of Economics College of Education Department of Genetics Department of Geological Sciences Department of Geophysics Jackson School of International Studies School of Law Department of Linguistics Department of Oceanography Department of Pathology Department of Bioengineering Master of Science in Dentistry Department of Microbiology Department of Molecular and Cellular Biology Department of Pharmacology School of Pharmacy Department of Urban Design and Planning
WSU	<p>No programs were reviewed in this time period by WSU.</p> <p>During 1999-2000, the Washington State University Faculty Senate reviewed and approved a plan to revise its institutional program review process to include all undergraduate degree programs. Previously, only graduate programs had undergone this level of scrutiny.</p> <p>During 2000-2001, the Faculty Senate appointed the Academic Program Review Committee, which then established policies and procedures for conducting the reviews.</p>
CWU	<p>No programs were reviewed in this time period by CWU.</p> <p>During 2002-2003, CWU will be preparing and analyzing both specialized accreditation reports and internally motivated program review procedures.</p> <p>The Office of the Provost is developing a comprehensive internal review process that should be fully implemented in the 2003-2005 biennium.</p>
EWU	Department of Anthropology Department of Geography Department of Physics School of Social Work Department of Sociology Department of Technology
TESC	No degree programs were reviewed in this time period by TESC.
WWU	Department of History Department of Geology Department of Music Department of Art Department of Anthropology Department of Journalism

TRANSFER AND ARTICULATION UPDATE

March 2002

BACKGROUND

As an outgrowth of looking at barriers to student learning, the Higher Education Coordinating Board (HECB) decided to do a more thorough review of the transfer and articulation policies and practices in Washington State.

Concurrent with this review, the Board recognized that numerous transfer and articulation agreements have been and are being developed at the local level by various entities within the higher education community.

The State Board for Community and Technical Colleges (SBCTC) has also been studying the transfer system in this state.

While supporting these efforts, the Board recognized the need to understand these activities and agreements within the overall context of statewide transfer policy and law.

ACTIVITIES TO DATE

- The HECB met with the SBCTC to discuss transfer and articulation issues.
- In October 2001, the Board conducted a roundtable discussion on branch campus issues with a central theme of articulation between two-year schools and the branch campuses.
- A Transfer and Articulation Policy and Practices Action Group was established and included representatives of the public universities and colleges, independent institutions, SBCTC staff, and the Council of Presidents. The group met in November 2001 and developed a list of issues for consideration.
- At the December Board meeting, HECB staff presented a detailed overview of the state transfer system as well as the Action Group recommendations.
- At the March Board meeting, the SBCTC staff will present their view of the key issues and some proposed strategies.
- The next steps will be to discuss the HECB perspective on the key issues and proposed strategies for transfer and articulation as well as coordinating the SBCTC and HECB efforts.

STATE BOARD FOR COMMUNITY & TECHNICAL COLLEGES

STUDY SESSION AGENDA ITEM February 28, 2002

Subject (Information/Discussion)

Baccalaureate Degree Access: Policy Discussion Follow-up

Background

At the January Board meeting, staff discussed policy issues and presented data about the transfer system in Washington state. The staff presentation was followed by discussion between the Board and a panel of college and university representatives on concerns about the current transfer system and ways of addressing those concerns. This agenda item is intended to follow-up on the issues identified and includes staff recommendations.

The following is a summary of the strengths of the current system:

Community and technical colleges play an important role in producing baccalaureate degree graduates in Washington state.

- More than one-third of bachelor's degrees awarded each year go to students who started at community or technical colleges.
- Most two-year college students transfer to public four-year institutions in Washington.
- University branch campuses and off-campus programs are expanding access to baccalaureate degrees.
- Community and technical colleges open the door to baccalaureate degrees for thousands who might not otherwise go to a university.

Transfer works well for most of the 12,500 students who transfer every year.

- The "direct transfer agreement" which allows students who complete associate of arts degrees at two-year colleges to transfer as juniors to universities has been in place for 30 years. It meets general education requirements and provides solid preparation for many university majors.
- A new associate of science transfer degree promises to improve transfer for students seeking bachelor's degrees in sciences, computer science and engineering.
- Hundreds of individual agreements provide well-defined paths from two-year programs to bachelor's degree programs.
- Universities are increasingly offering convenient, effective programs on community and technical college campuses for place bound adults.

Key issues

As a result of the discussion, staff have identified three key issues to address:

How can we ensure that transfer students have access to upper division majors when the demand for baccalaureate degrees is increasing so rapidly?

- Will the increased number of freshmen enrolling at public baccalaureate institutions reduce access for two-year college transfers?
- How can access to competitive majors be improved for well-prepared transfer students?
- What are some ways of maximizing 2 + 2 relationships between university branch campuses and community and technical colleges to continue building capacity and provide smooth transitions for students?
- What is the role of co-located university centers?

How can two-year and four-year institutions work together to meet students' needs for lower division preparation for baccalaureate majors?

How can we expand opportunities for individuals with technical degrees to complete bachelor's degrees?

Proposed Strategies

Based on discussion at the Board meeting and with college and university representatives, the following strategies are proposed:

1. Work with public universities to identify key majors for building additional statewide transfer degrees. Continue work in process to identify common prerequisites for teacher education majors.
2. Work with public and independent universities to expand applied baccalaureate degrees in key locations around the state and to develop additional high demand degree programs.
3. Expand and strengthen the infrastructure for university centers located on community and technical college campuses.
4. Work with public universities to develop a co-enrollment model that can be used by colleges and universities around the state.
5. Develop a common course numbering system for common core courses.

6. Use existing opportunities to develop strategies with universities, such the joint meeting between WACTC and the University of Washington in March, and the joint meeting between university provosts and the Instruction Commission Executive Committee in April. Convene a task force on transfer issues to advise system efforts.

Outcome

The Board will provide direction to staff on the recommendations made to improve baccalaureate access for community and technical college transfer students.

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